



سال دوم

دبیرستان

انگلیسی

**GRADED
ENGLISH**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

۱۳۶۰
۴۲۰
۲۵۳
۲۰۰

انگلیسی

مد ۵۱۶۶-۵۱۶۷: ۱۲، ۸۲

سال دوم دبیرستان

حقوق مادی این اثر متعلق به وزارت
آموزش و پرورش است

پدیدآورندگان

مؤلفان ● پیروش منوچهری ● جریس استرین

تغییرات این کتاب در دفتر تحقیقات و برنامه ریزی
و تألیف کتابهای درسی با همکاری و استفاده از اظهار
نظرها و پیشنهادهای دبیران زبان انگلیسی سراسر
کشور صورت گرفته است .

صفحه پرداز طهمورث حسن پور

نقاش حسن آدرگس

چاپ از چاپخانه سپهر

۱۳۶۰

CONTENTS

Lesson 1. The Wooden Horse	1
Pronouns: I, Me, He, Him, etc.	
Lesson 2. From Home to Pharmacy.....	6
Conditionals: Types I, II	
Prepositions: in, to, at, etc.	
Lesson 3. A Visit to Europe	13
Relative Pronouns: Who, That, Which, etc.	
Lesson 4. William Shakespeare.....	17
Relative Pronouns: Who, Whom, Whose, etc.	
Lesson 5. Radar	21
Active and Passive Voice	
Lesson 6. Abraham Lincoln	26
Active and Passive Voice	
Test One	30
Lesson 7. Climbing	38
Direct and Indirect Requests, Suffixes	
Lesson 8. An Informal Dinner Party	43
Emphatic «Do», Exclamation Mark, Connectives,	
Lesson 9. The Earth and Its Neighbors	50
«Used to», Comparative and Superlative	
Lesson 10. A Typical Day In Bob's Life	56
Adverbs of Frequency, Connectives	
Lesson 11. Using A Dictionary	62
Present Perfect Continuous Tense, Connectives, Subordinating Conjunction	
Lesson 12. Understanding Music.....	69
Modals + Passive, Suffixes, Tense Practice	
Test Two	75
Appendix	88
I Oral Practice	
II Oral Practice	
III Days of the Week, Months of The Year, Seasons	
IV Irregular Verbs	
V Punctuation and Capitalization Rules	
VI Word List	

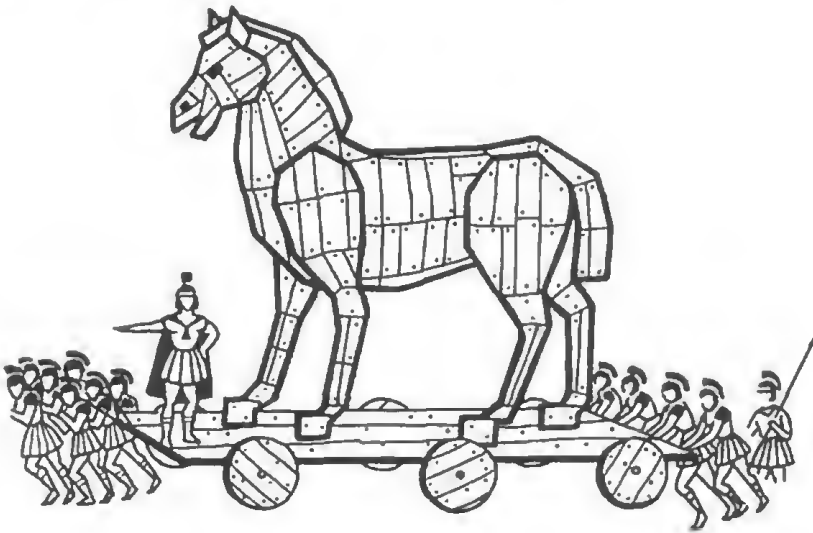
LESSON ONE

THE WOODEN HORSE

One of the most famous stories in world history is the story of the **wooden** horse.

The story begins when a large Greek¹ army is trying to **capture** the city of Troy. This city was in Western Asia, in the country which is now called Turkey. The Greeks had **surrounded** the city on every side so that no one could **get out**. Strong walls protected the Trojans, and kept them safe from the Greeks. The walls helped them to **defend** the city for ten years.

The Greeks tried and tried to make an **opening** in the wall so that they could capture Troy. But they **failed** every time. At



last they decided to try a trick. They built a very big wooden horse. They made the horse **hollow** inside so that some of their **bravest soldiers** could hide in it. Then one night they **pulled** the wooden horse near the city and **went away**.

When the **guards** looked out from the walls early the next morning, they saw only the wooden horse. All the Greeks had

1. o indicates a different form of a word taught before.

disappeared. The Trojans thought that the Greeks had **got tired** of fighting and had gone back to their own country. They were very happy and decided to pull the horse inside the city. Then they **celebrated the victory**.

Late that night when most of the Trojans were **asleep**, the Greek soldiers came out of the horse. They quickly opened the gate of the city. The Greeks had returned and were waiting outside. Now they entered the city and captured it very easily.

I. COMPREHENSION

■ **I.A.** *Complete each sentence with the following parts:*

1. The Greeks surrounded the city of Troy because
 - ☐ a. they wished to defend it.
 - ☐ b. the Trojans were brave.
 - ☐ c. they wished to capture it.
2. The Greeks thought they could capture Troy if
 - ☐ a. the Trojans came out.
 - ☐ b. they could make an opening in the wall.
 - ☐ c. other countries would help them.
3. The Trojans pulled the horse inside the city when
 - ☐ a. they found that the Greek army had gone.
 - ☐ b. night came.
 - ☐ c. they celebrated the victory.

II. GRAMMAR AND PRACTICE

■ **II.A.** *Read the following examples:*

My father and I stayed in Rome for a week.
They invited my father and me to their house.

NOTES:

1. Use **I** before verbs.
2. Use **ME** after verbs.

Exercise II.A. Now fill in the blanks with correct pronouns.

1. One day my father and wanted to go to a big store.
2. Our neighbor took my father and in his car.
3. My father and bought a lot of things yesterday.
4. My father and spent a long time finding all the things that Mother wanted.
5. When we came home, Mother thanked my father and for helping her.

Exercise II.B. Fill in the blanks with correct pronouns.

Example: Ali asked Iraj to give him his book for a minute.

I asked Mina to give me her pen for a minute.

1. Susan asked Javad to give eraser for a minute.
2. The teacher asked Ali and me to show notebooks.
3. The children asked Reza to give picture.
4. Shirin asked me to give postcard.
5. I asked Ahmad to show camera.
6. The philosopher asked the mathematicians to tell problem.
7. The medical students asked the surgeon to give advice.
8. Parvin asked Shiva to send portrait.
9. We asked our uncle to show new car.
10. The guard asked the soldiers to show wooden horse.

Exercise II.C. Rewrite the sentences with *HIM*, etc.:

Example: The man showed the town to the visitors.

The man showed them the town.

1. The physician sent some pills to a specialist.
2. The scientist gave an ancient fossil to the president.
3. Susan's pen friend wrote a long letter to Susan's brother.
4. The priest brought a Bible to the prisoners.
5. The grocer sold a lot of vegetables to the women.
6. The scouts served tea and pastries to the group.
7. The treasurer offered three golden vases to the philosopher.
8. The doctor showed the bacteria to the group.

9. The writer offered his raincoat to the dramatist.

■ **II.D. Vocabulary Practice**

Use one of the following words or phrases in each of the blanks.

a guard - hollow - defended - gates - got tired of - an opening - victory - asleep - celebrate - surrounded

1. "How long were they able to protect their city?"
"They it for several years."
2. "What will the soldiers do when the fighting stops?"
"They'll their victory."
3. "What happened when they made in the wall?"
"The guards closed it very quickly."
4. "What was his job in the army?"
"He was"
5. "What kind of wooden horse did the Greeks make?"
"They made one that was inside."
6. "What did the Greek soldiers celebrate?"
"They celebrated their"
7. "What did the Trojans think had happened?"
"They thought the Greeks had fighting."
8. "What did the soldiers do?"
"They opened the"
9. "What were the Trojan soldiers doing when the Greeks came out of the horse?"
"Nothing. They were"
10. "What had the Greek soldiers done to the city of Troy?"
"They had it."

■ **II.E. Complete the following sentences as in the example:**

Example: The Trojans defended their city, ?

The Trojans defended their city, didn't they?

1. He didn't know the meaning of the word "celebrate", ?
2. The young guards were asleep, ?
3. The army will get tired of the long winter, ?
4. They couldn't get out of the yard, ?

5. His wife won't fail to cook good dishes,?
6. I shouldn't talk to the soldiers,?
7. The prisoners haven't seen the opening in the wall,?
8. The Greek army has surrounded Troy,?
9. A physician usually works six days a week, ?
10. They aren't going to capture him,?

LESSON TWO

dialog

First listen to the conversation. Then repeat it after the teacher. Practice it with your friend and memorize it.

- Jack: Good morning.
Mr. Smith: Good morning. May I help you?
Jack: Yes, I saw your advertisement in the paper.
Mr. Smith: Do you know shorthand?
Jack: No, but I would learn it if I got a job.
Mr. Smith: Can you use any office machines?
Jack: No, but I could easily learn. I'd be glad to work every evening.
Mr. Smith: I'm sorry. We don't have evening jobs. If we had, we would be glad to give you one. Our office hours are 8 to 5.

reading

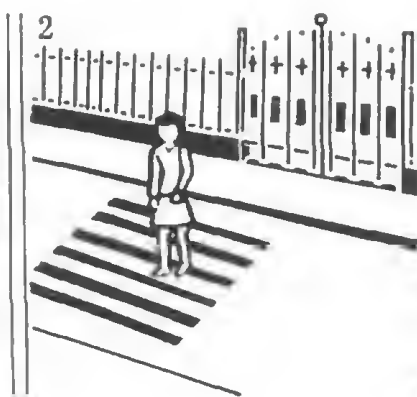
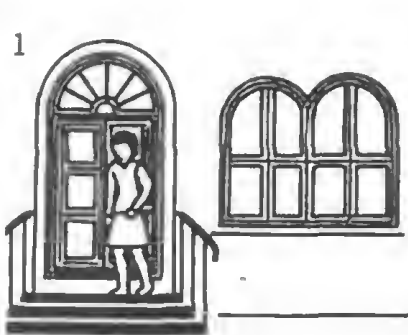
The teacher will briefly explain the text first and then read it to you. (1) Listen very carefully. (2) Answer the teacher's questions about the text. (3) Open your book and read the text with the teacher.

FROM HOME TO PHARMACY

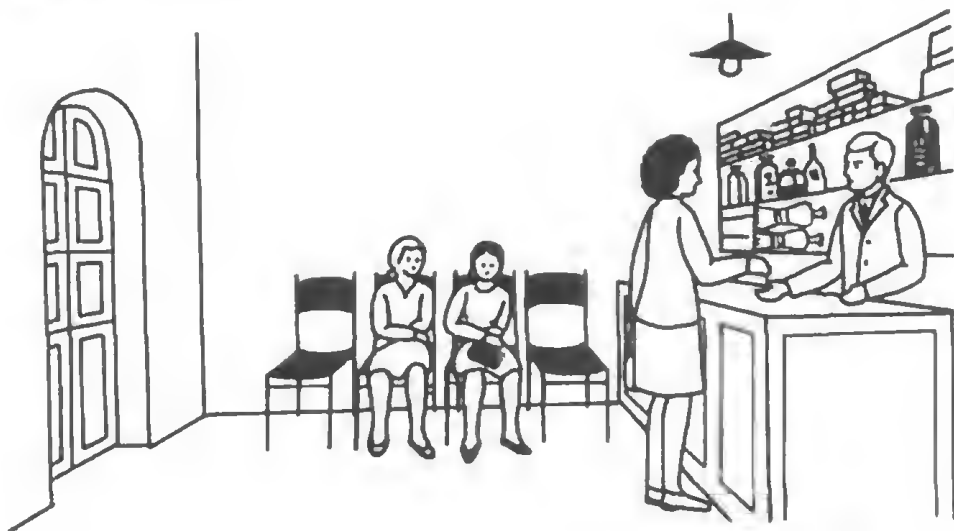
Mrs. Brown needed some medicine for her son, but she didn't have any.

She had to go to the **pharmacy** in order to get the medicine. She went out of her house and down the **stairs**. She walked through the **park** near her house. Then she went **across** the street, up some steps and into the pharmacy. Somebody's dog was waiting **beside** the steps outside the pharmacy.

Now she is **inside** the pharmacy. Mrs. Brown is standing **in front of** the clerk. He is **in back of** the **counter** and **behind** him are

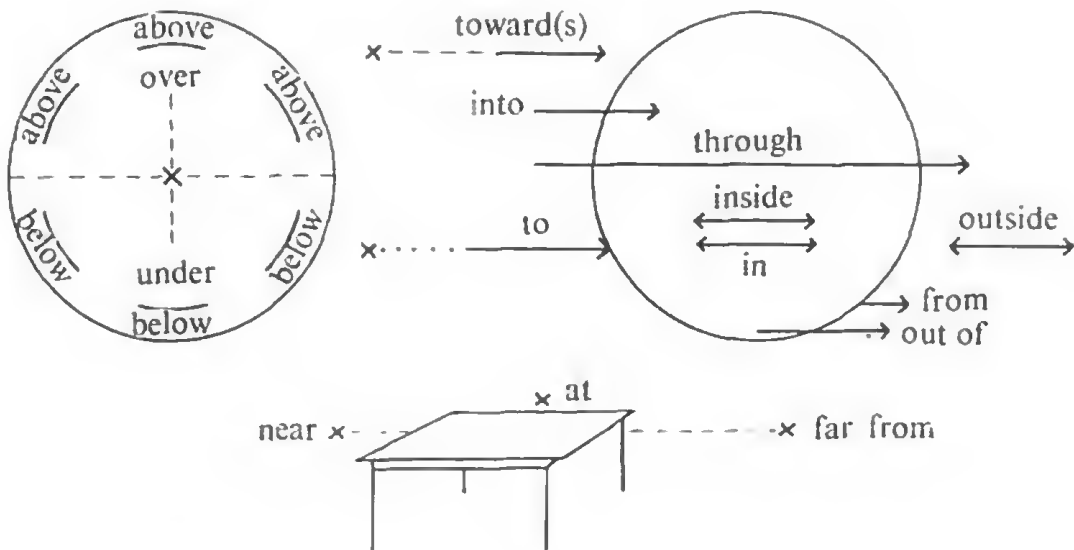


shelves of medicine. On the **middle** shelf is a row of bottles. Small and large boxes of **pills** are above the bottles. Some **ointments** are below the bottles.



There is a light **over** the counter. Mrs. Brown is standing at the counter and almost under the light. There are four chairs between the counter and the door. Some **customers** are sitting on two of the chairs. One empty chair is near the counter and the other empty one is **far from** it.

After buying her medicine, Mrs. Brown will return home with it and give it to her son.



GRAMMAR AND PRACTICE

Look at the following sentences with *IF*:

- A. If I study now, I will get a good grade tomorrow.
If you don't get a good grade, it won't matter.
- B. If we had, we would be glad to give you one.
If you were like me, you would go to the movies every night.

NOTES:

1. Sentences in A and B both refer to present or future time.
2. Sentences in A mean that something is very possible, while sentences in B mean that something is less possible.

Exercise A. Complete the following conditional sentences.

1. If my father (send) me some money, I will buy some new books.
2. If my friend (sell) his car, we may buy it.

3. If I find the book, I give it to you.
4. We can go to the park tomorrow if the weather (be) warm.
5. If I have time tomorrow, I go shopping with you.
6. If the student (work) hard, he would get good marks.
7. If she (take) an aspirin, she might feel much better.
8. If the cat could fly, he catch the bird.
9. If I (know) how to drive, I would buy a car.
10. If John (study) hard, he would pass his exams.

■ **B.** *Change the sentences as in the example:*

Example: I will play volleyball tomorrow if I'm not tired.

I would play volleyball now if I weren't tired.

1. I will read this book tomorrow if I'm not sleepy.
2. Mehri will make a cake tomorrow if she isn't lazy.
3. Iraj will visit Mr. Jones tomorrow if he isn't tired.
4. Our teacher will prepare a test tomorrow if he isn't busy.
5. They will wrap these boxes tomorrow if they aren't lazy.
6. I will write a letter tomorrow if I'm not angry.

■ **C.** *Change the sentences as in the example:*

Example: She doesn't have enough money to buy a coat.

If she did, what kind of coat would she buy?

1. She doesn't have enough time to read books.
2. He doesn't want to do experiments.
3. Mina doesn't like to collect stamps.
4. Mr. Brown doesn't have enough money to buy furniture.
5. My father doesn't have enough time to climb mountains.

■ **D.** *Choose the suitable prepositions in the parentheses:*

1. We don't go school Friday. (from - to - on - in)
2. They went the seaside car. (to - at - by - with)
3. You can come 10 Sunday morning. (at - in - on)
4. I haven't seen him Monday. (since - from)
5. She waited the library her sister. (to - for - in - from)

6. He was standing two trees. (across - between)
7. They arrived Tehran 7 o'clock. (to - in - at - on)
8. The teacher sat the desk the class. (above - at - in front of - in)
9. The students were talking him. (at - about)
10. She was standing the window and looking it. (over - at - through - in)
11. You can stay us a week. (with - at - for - of)
12. He ran the street his house. (after - across - into - below)
13. We must give our papers the teacher the bell rings. (beside - to - before - with)
14. The door his room is the kitchen. (of - between - near - since)
15. The lamp is hanging the desk and the cat is sleeping it. (over - out of - under - to)

■ **E.** *With the help of the following words and pictures, ask one student to ask a question and another to answer it.*

Example 1: Going out (who)

Student A: Who is going out of the library?

Student B: The girl is.



Example 2: Coming in (is)

Student C: Is the boy coming in?

Student D: Yes, he is.



1. Coming down (is)



2. The bed (where)



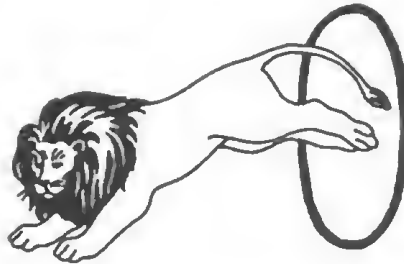
3. The mountain (where)



4. Sitting between (who)



5. The chairs (where)



6. Jump through the circle (did)



7. Going across (who)



8. In front of the boy (what)



9. Put the butter (where)



10. Standing (where)

■ F. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.
 counter - ointment - shelf - pills - below - in front of - customer - behind
 far from - out of

1. "Which one of these hats do you prefer?"
 "I'd like the one on the top"
2. "What is good for a cut finger?"
 "You ought to put some of this on it."
3. "Amir, the lights are on the ceiling now, are we above those lights or over them?"
 "That's a difficult question. Oh, I see! We're them."
4. "Where is our teacher?"
 "She's her desk."
5. "Which customer wanted this medicine?"
 "The one who is standing the door."
6. "What does a buy from shops?"
 "He buys what he needs."
7. "What did she do when the shopkeeper gave her the medicine?"
 "She took some money her bag and gave it to him."
8. "Where does a shopkeeper usually stand?"
 "He stands at the in a shop"
9. "What do they keep in boxes in a pharmacy?"
 "They keep in them."
10. "Is your house near the school?"
 "No, it is it."

LESSON THREE

A VISIT TO EUROPE

Ross Court Hotel
29 Haldon St.
London N.W.2

Dear Parvin,

I have now been away from home for a month and I miss all my friends.

On our way to London my father and I stayed in Rome for a week and visited many interesting places. The one that I liked most of all was the **Fountain of Trevi**. It is one of the most beautiful **sights** in the world. People believe that if you **throw** a **coin** into this fountain, you will come back to Rome.



COLISEUM



FOUNTAIN OF TREVI

Others believe that by throwing a coin into it, your wishes will come true.

One of the most interesting sights in Rome was the Coliseum. It is the Roman **amphitheater** which they **built** about 80 A.D. It was four stories high and had enough seats for 50,000 people. It was in this amphitheater that the **Emperors** and other Romans, about whom we studied in our history book last year, watched fights between men and wild animals. The lions came

out of their cages and passed through a **tunnel**. Then they entered an **arena** where men were waiting to fight with them.

We came to London three days ago. There are many fine sights to see here too, but we haven't had time to visit many of them yet.

I am sending you **postcards** of some of these places. I wrote a few **details** on the back of each postcard for you. I am sure you will find them interesting. I hope to be back home in two weeks.

Love,
Nassrin

GRAMMAR AND PRACTICE

Look at the use of THAT in the following sentences:

The woman who talked to you is a famous doctor.
The woman that talked to you is a famous doctor.
This is the sight which I like most of all.
This is the sight that I like most of all.

NOTE: THAT is sometimes used¹ in place of WHO and WHICH.

■ A. Use "that" in place of "who", "whom" or "which" in the following sentences:

1. One of the sights was an amphitheater which they built long ago.
2. Mary bought the things which her mother had asked for.
3. The girl who is talking to Mary is Tom's sister.
4. The house which we bought last month is very old.
5. We met the visitors who had come back from England.
6. Mina sent Rose a letter which was full of mistakes.

¹ See also Grammar and Practice, Lesson 4

■ **B.** *Fill in the blanks with the correct form of the verbs in the parentheses:*

1. Bob (to leave) the lab before the teacher arrived.
2. Mary (to be) sick since Wednesday.
3. If Mary (not get) good grades, it will be because she doesn't study.
4. I met them before I (to go) very far.
5. Bob (to work) in that company for six years.
6. John (to work) there for one year.
7. I saw that we (to choose) the wrong way.
8. If he (not be) so lazy, he might pass his examinations.
9. We (not see) them since January.
10. If you were more careful, you (not fall) down the stairs every day.

■ **C. Vocabulary Practice**

Use one of the following words or phrases in each of the blanks.

coins - tunnel - library - fountain - details - postcards - arena

1. "What did you think about the ?"
"I liked it very much. I had never seen so many books in one place before."
2. "Did you receive the gold I mailed to you?"
"Yes. Thank you very much for sending them."
3. "Tell me all the about your vacation."
"I'll try. First let's look at these postcards."
4. "What did the lions pass through before entering the arena?"
"They passed through a"
5. "Where did the Romans fight?"
"They fought in a place called an"
6. "What do people who are away from home send to their friends?"
"They send them and letters."
7. "What do visitors to Rome throw in the of Trevi?"
"They throw coins in it."

■ D. Answer the questions with the given words:

Example: What are you interested in? (become a scientist)
I'm interested in becoming a scientist.

1. What is Iraj sorry about? (lose his pills)
2. What do the students look forward to? (graduate from high school)
3. What do scouts insist on? (do good deeds)
4. What should we get used to? (speak English with our teacher)
5. What are the football players excited about? (win their game)
6. What is Shirin sad about? (get fat)
7. What do physicians insist on? (examine their patients carefully)
8. What does Reza look forward to? (study at the university)
9. What are the boys unhappy about? (fail the test)

LESSON FOUR

WILLIAM SHAKESPEARE

Every educated person has heard of Shakespeare. He may also have read some of Shakespeare's plays. Or maybe he has seen a film of one of his **tragedies**; for example, *Othello* or *Macbeth*. Shakespeare is one of the greatest **poets** and **dramatists** the world has ever known.

Shakespeare was born in England in 1564. He grew up to be a lively and humorous boy. His father sent him to school for a while but school was very expensive. Shakespeare soon had to leave school and get a job for himself.

From his young days on, Shakespeare was greatly interested in literature. After his marriage at the age of 18, he met a traveling group of actors. They had a deep influence on him and he decided to go to London.

At first he had small jobs outside the London theaters. Then **little by little** he worked his way inside the theater. He **corrected** plays, **acted** on the stage and had several backstage duties.

Shakespeare wrote a **great deal**, 12 tragedies, 15 comedies and 9 historical plays. He also wrote many **poems**, both short and long. His **works** are so fine and so famous that they **appear** in



many different languages. There are also Shakespeare societies in several countries. They try to interest people in his works, to read his plays every week and to perform them from time to time. Every year, not only in England but also in many other countries as well, actors perform his plays on the stage. Many people in all parts of the world go to see these performances.

GRAMMAR AND PRACTICE

Look at the use of *WHO, WHOM, WHICH, WHOSE* in the following sentences.

Travelers often go to Stratford. Travelers visit England.
Travelers who visit England often go to Stratford.

The traveler was going to Stratford. The policeman met the traveler.

The traveler whom the policeman met was going to Stratford.

The traveler was going to Stratford. I found his ticket.

The traveler whose ticket I found was going to Stratford.

The ticket was the traveler's. The guard found the ticket.

The ticket which the guard found was the traveler's.

The ticket was the traveler's. It was on the table.

The ticket which was on the table was the traveler's.

NOTES:

1. Use **WHO, WHOM, WHICH, THAT, WHOSE** to join one sentence to another.
2. **WHO** and **WHOM** refer to people. **WHICH** refers to things.
3. **THAT** is sometimes used instead of **WHO, WHOM, WHICH**.
4. **WHOSE** usually refers to people.

Exercise A. Use *WHO, WHOM, WHOSE, WHICH* in the following sentences:

1. The test you gave us last week was very easy.
2. She is the girl is afraid of electricity.
3. Here is a boy clothes are not clean.
4. The children I met had clean clothes on.
5. The doctor gave me an ointment was very helpful.
6. The surgeon we met is very famous.
7. The specialist wrote those books is very practical.
8. The plays he has written are very interesting.
9. The student book is on the table is standing there.
10. The dramatist books have appeared in Persian is very famous.

Exercise B. Join the following sentences as in the example:

Example: The stories were comedies. We read them.

The stories which we read were comedies.

1. The boy was happy. He got the prize.
2. The comics were amusing. My mother bought them.
3. The engineer is my cousin. You met him.
4. The boy worried a lot. I found his bicycle.
5. The boy worried a lot. He was having a test.
6. The boy worried a lot. I saw him.
7. The old man is a poet. He was in the library.
8. The man found my watch. His job is selling clothes.
9. The woman is my aunt. You saw her yesterday.
10. The book is a tragedy. You bought it.

■ C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.
 poet - dramatist - deep influence - marriage - corrected - educated
 performing - tragedies - little by little - greatly

1. "Why are you so sad, Touran? It was only a movie."

"..... always make me sad."

2. "That man is very, isn't he?"

"Yes. He won his fortune by writing plays."

3. "What are the actors tonight?"
"I think it'll be one of Shakespeare's plays."
4. "What is a?"
"It's a person who writes works like *Othello* and *Macbeth*."
5. "How did Shakespeare win his fame?"
"He won it"
6. "What did Shakespeare first do in London theaters?"
"He plays and acted on the stage."
7. "How old was Shakespeare at his.....?"
"He was 18 years old."
8. "What did the group of traveling actors have on Shakespeare?"
"They had a on him"
9. "How interested was Shakespeare in literature?"
"He wasinterested in it."
10. "What was Shakespeare?"
"He was a writer,a dramatist and a"

LESSON FIVE

dialog

Amir: Why is Shakespeare so famous?

Jack: Because of his very fine plays.

Amir: Have you read all of them?

Jack: No, I've only read two, *Hamlet* and *Romeo and Juliet*.

Amir: I've read *Romeo and Juliet* too, but it was a Persian translation.

Jack: You should try to read it in English too.

Amir: I plan to when my English is a little better.

Jack: Why don't you begin now? I'll be glad to help you.

RADAR

Daughter: Father, I'm frightened!

Father: Why, dear?

Daughter: It's very dark. How can the captain see in front of the ship?

Father: He's using radar.

Daughter: What's radar?

Father: It's a wonderful invention. By means of it, the captain can see every danger that is in front of the ship. Thus it is easy for him to keep away from them.

Daughter: What kind of dangers are there?

Father: Oh, there might be another ship or maybe even an iceberg. If there is one, the radar shows the captain where it is, how fast it is moving and which direction it is moving in. So you see, traveling is very safe even when it is dark.

Daughter: Yes, but I don't see how it can warn us of danger.

Father: Radar works like an echo. You know what echoes are,

don't you? **Whenever** we speak in a large hall, we hear our voices come back to us. If we **shout** in a **narrow valley**, we may hear many echoes of our voice.

Daughter: What makes echoes?

Father: When our voice **hits** the **surface** of a **cliff**, it is **reflected** by the surface. What we hear is the reflected sound. It comes after a few moments of **silence**. If we measure the silence, we can tell how far the cliff is from us. You know, of course, that sound travels at a **speed** of about 1200 kilometers **per** hour.

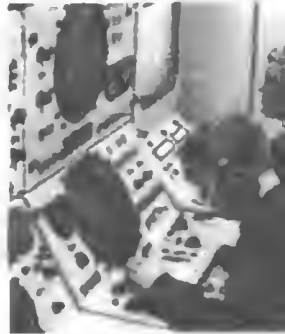
Daughter: That is one-third of a kilometer per **second**, isn't it? Would it be fast enough to warn the captain of danger?

Father: No, sound **waves** travel very slowly, so he uses radio waves. When this **type** of wave is sent to the moon, for example, it takes less than 4 seconds for us to hear the echo.

Daughter: That's very fast. How can we see radio waves?

Father: By using a special **tube**. In ships and planes the tube is **connected** to a radar **screen**. With it the captain can measure one millionth of a second. So you really don't need to be afraid.

Daughter: Thank you, father. I feel much safer now.



THE RADAR SCREEN

AN ICEBERG AND A SHIP



I. COMPREHENSION

■ I.A. Silent Reading

Read the text quickly and silently. Then read the following questions. Put a check mark (✓) in front of the correct part (a, b or c) of each sentence.

1. The captain can keep away from dangers by means of
☐ a. echoes.
☐ b. light.
☐ c. radar.
2. We hear the echo of our voice
☐ a. after a few seconds.
☐ b. before we hear our voice.
☐ c. by means of radar.
3. What is used in radar is
☐ a. sound waves.
☐ b. radio waves.
☐ c. sound echoes.
4. The speed of sound is
☐ a. fast enough to warn the captain of danger.
☐ b. too slow to warn the captain of danger.
☐ c. one hundred kilometers per hour.
5. It takes us less than 4 seconds to hear the echo of
☐ a. sound waves sent to the moon.
☐ b. radio waves sent to the moon.
☐ c. light waves sent to the moon.

II. GRAMMAR AND PRACTICE

Look at the following Active and Passive sentences:

Active: Scientists send radio waves to the moon.

Passive: Radio waves are sent to the moon (by scientists).

Active: The surface reflects our voice.

Passive: Our voice is reflected (by the surface).

Active: Doctors save us from illnesses.

Passive: We are saved from illnesses (by doctors).

NOTES:

1. Use BE plus a past participle to form passive sentences.
2. Present passive is formed by IS, ARE and AM plus a past participle.

Exercise II.A. *Change the following into passive sentences.*

Example: Radar uses radio waves.

Radio waves are used by radar.

1. A physician examines each patient.
2. The moon reflects light.
3. Many things frighten children.
4. Scientists send radio waves to the moon.
5. They use a special tube for it.
6. They connect the tube to a radar screen.
7. They make it with pieces of paper.
8. They send the captain to Europe every summer.

Exercise II.B. *Change active sentences to passive sentences and passive sentences to active.*

Examples: Ali writes a letter every day.

A letter is written every day.

The newspaper is read every night.

Ali reads the newspaper every night.

1. Ali spends some money every noon.
2. Ali buys a new pencil every month.
3. His homework is handed in every morning.
4. Some flowers are brought every Saturday.
5. Ali studies a new lesson every week.
6. A new story is learned every Thursday.
7. A new picture is drawn every month.
8. Ali takes a test from time to time.
9. His mother is surprised from time to time.

■ II.C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

narrow-speed-captain-a cliff-By means of-asleep-keep away from
direction-surface-iceberg

1. "What makes the echoes we hear when we shout?"
"It's sound reflected back to us by the surface of"
2. "What can we see on a radar screen?"
"We can see where things are and the in which they are moving."
3. "Children, I want you to that fire."
"Yes, Mother. We won't go near it."
4. "Would you like to see the ship's ?"
"Yes, I would. What is he like?"
5. "Your radar equipment really interests me."
"It's very important equipment. it we have been able to save many lives."
6. "Where's that lazy soldier?"
"He may be in his bed."
7. "What is the of sound?"
"It travels about 1200 kilometers per hour."
8. "Is an .. . dangerous for ships?"
"No, if there is one, the radar shows where it is."
9. "What happens when our voice hits the of a cliff?"
"It is reflected by it."
10. "What happens if we shout in a valley?"
"We may hear many echoes of our voice."



ABRAHAM LINCOLN

When Abraham Lincoln was born, his family was living in a small **cabin** in Kentucky. A few years later they moved to a farm in Indiana. Abe worked hard on the farm and became tall and strong. He also learned a lot about life by living on a farm.

Young Abe Lincoln wasn't able to go to school for very long. **However**, he learned to read, write and do a little arithmetic. He **valued** books very **highly** and sometimes walked many kilometers to **borrow** one. He educated himself in this way. One of the first books he studied was the **Bible**. Two others were one about early American history and a book of Shakespeare's plays. Later he studied law and he became a successful lawyer.

Lincoln did not like **slavery** and wanted to stop it. He was **elected** to **Congress** in 1846 and 14 years later he became the 16th **President** of the United States. He was a kind president, but he was also just. To him the **future** of his country was very important. **Therefore** he **encouraged** the **people** to **think** about their country first and their own interests second.

The American Civil War began in 1860. Slavery was a serious problem in the war. The northern states wanted to stop slavery but the southern states did not. After four years the North won the war and peace returned to the country.

A few days after the Civil War had **ended**, Lincoln **attended** a play at a theater. While he was watching the play, he was shot by a young actor. He died the next day. His work, however, and his name have continued to live after him.



GRAMMAR AND PRACTICE

Look at the following examples of Active and Passive:

Active: People elected Lincoln to Congress.

Passive: Lincoln was elected to Congress.

Active: Scientists sent radio waves to the moon.

Passive: Radio waves were sent to the moon.

NOTE: Past passive is formed by WAS or WERE plus a past participle.

Exercise A. *Change the following into passive sentences.*

Example: The Greek army surrounded the city of Troy.

The city of Troy was surrounded by the Greek army.

1. The soldiers celebrated the victory.
2. Many guards defended the city.
3. A strong wall protected the palace.
4. An eye-specialist treated the injured woman.
5. The priest took the portrait to the temple.
6. His grandson hid the money in a vase.
7. The great doctor cured the young patient.
8. A medical scientist discovered penicillin.
9. He didn't cover the dish of bacteria.
10. My friend didn't explain the problem very well.

Exercise B. *Change the following sentences into present and past passive sentences.*

Examples: He reads many books.

Many books are read by him.

His words encouraged many people.

Many people were encouraged by his words.

1. The servant does the housework.
2. The servant did the housework.
3. Mary sent the box.
4. A young actor shot Lincoln.
5. He values the books very highly.

6. His parents made the small cabin.
7. Many people read the Koran
8. The people elect the president.
9. They built a large memorial.
10. They perform the play once a year.

■ C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

future - borrow - elect - Bible - attend - highly - civil war - slavery

1. "Mehri has asked us to a new treasurer."
"No, we don't agree. We want her to continue being our treasurer."
2. "How were your experiments yesterday?"
"They were successful. We discovered some new bacteria."
3. "What was one of the main questions in the American ?"
"It was slavery."
4. "Why do most people books?"
"In order to read them."
5. "What was one of the first books that Lincoln read?"
"It was the"
6. "What was it that Lincoln didn't like?"
"He didn't like and wanted to stop it."
7. "What was very important to Lincoln?"
"The of his country was important to him."
8. "Why did he at the theater?"
"He wanted to see a play there."

■ D. (a) Read the following sentences silently.

(b) Fill in the blanks with the correct form of the words in parentheses.

In our school English.....(teach) by two teachers. Composition and dictation.....(give) by Mr. Brown: reading and grammar (teach) by Mrs. Javan. Tests and exams..... (prepare) by both of them.

The students.....(ask) to study the lessons very carefully and get ready for the test which..... (give) once a month. After the test (finish), the teacher (gather) the papers and(talk) about the problems. Some students..... (order) to go to the blackboard and write the correct sentences. Later, our papers (correct) by the two teachers. They..... (give) back to us the next week. We..... (ask) to study our papers and try not to make the same mistakes again.

TEST ONE

I. COMPREHENSION

■ I.A. Reading Comprehension

Read the following passage quickly and carefully. Then put a check mark (✓) in front of the correct part (a, b or c) of each sentence:

Numbers

When did Man begin to count? When did he begin to write figures for numbers? Not very many people know, though we use numbers every day. We use them when we buy something. We use them when we telephone our friends. We use them for almost everything.

When we ask historians about numbers, they say that people wrote numbers more than 5000 years ago. Man was writing numbers in Egypt about 3500 B.C.

The figures that people wrote thousands of years ago were very different from the ones we write today. And there was one figure that they didn't write. That was the figure for zero "0". People began to write "0" about 900 A.D.¹ They wrote it first in India, but now people use it in all parts of the world.

1. Historians found the first written numbers in
 - ☐ a. India
 - ☐ b. Egypt
 - ☐ c. the world
2. People used the first numbers
 - ☐ a. to telephone friends
 - ☐ b. for counting
 - ☐ c. for history
3. The first numbers and our numbers are
 - ☐ a. different
 - ☐ b. the same
 - ☐ c. almost the same

¹ A.D. = since Christ was born

4. People first
- ☐ a. 3500
 - ☐ b. 1100
 - ☐ c. 4400
5. Zero is a very number.
- ☐ a. strange
 - ☐ b. useful
 - ☐ c. amusing

■ I.B. Reading Comprehension

Read the following story very carefully.

Alfred Nobel (1833 - 1896), a Swedish scientist, was the first man to make dynamite. He wanted people to use his invention only in peace. When he saw that they used it in war to kill others, he was very unhappy. Before he died, he decided to offer all his money as a prize every year. The Nobel Prize is now one of the most important prizes that a person can ever receive. Every year they give these prizes for the highest service to peace and for the best work in each of the following subjects: physics, chemistry, medicine and literature.

A. Read each question and choose the correct answer.

Write the number in the parentheses.

Questions	Answers
() In which country did Alfred Nobel live?	1. They give them every year.
() What did he do?	2. He lived in Sweden.
() Why was he unhappy about his invention?	3. He invented dynamite.
() How often do they give the Nobel Prizes?	4. They used it in war to kill people.
() In which sciences do they give a Nobel Prize?	5. They give them in physics, chemistry and medicine.

B. Make questions for the following answers:

1. He was born in 1833.

2. No, they did not use his invention for peace.
3. He was unhappy because they used his invention in war.
4. They called it dynamite.
5. No, he was Swedish.

II. VOCABULARY

■ **II.A.** *In each of the following sentences check (✓) the best part (a, b, c or d) for each sentence:*

1. The were young and happy.
 - ☐ a. previews
 - ☐ b. actors
 - ☐ c. dances
 - ☐ d. blocks
2. I couldn't find his address
 - ☐ a. anything
 - ☐ b. no one
 - ☐ c. nowhere
 - ☐ d. anywhere
3. I don't with you.
 - ☐ a. understand
 - ☐ b. believe
 - ☐ c. agree
 - ☐ d. decide
4. This is very delicious.
 - ☐ a. suit
 - ☐ b. soup
 - ☐ c. south
 - ☐ d. such
5. We waited for an hour.
 - ☐ a. against
 - ☐ b. already
 - ☐ c. almost
 - ☐ d. also
6. We rested on the of the river.
 - ☐ a. row
 - ☐ b. step

- ☐ c. foot
 - ☐ d. bank
7. Rose is beating the eggs and Mary is the flour.
- ☐ a. mixing
 - ☐ b. turning over
 - ☐ c. encouraging
 - ☐ d. calling
8. That sick old man will soon.
- ☐ a. **get**
 - ☐ b. hope
 - ☐ c. **become**
 - ☐ d. die
9. They the cows either in the morning or in the evening.
- ☐ a. miss
 - ☐ b. take care
 - ☐ c. keep
 - ☐ d. milk
10. Let's this cotton cloth.
- ☐ a. sweep
 - ☐ b. breed
 - ☐ c. receive
 - ☐ d. measure
11. Let's have a for ten minutes.
- ☐ a. company
 - ☐ b. break
 - ☐ c. planet
 - ☐ d. cloud
12. We think of Susan one of our family.
- ☐ a. so
 - ☐ b. that
 - ☐ c. as
 - ☐ d. because
13. Sportsmen and sportswomen are usually
- ☐ a. strong
 - ☐ b. sports programs
 - ☐ c. smiles
 - ☐ d. play games

14. The le
☐ a. salary
☐ b. mirror
☐ c. explorer
☐ d. shepherd
15. He gets a good in his job.
☐ a. company
☐ b. nature
☐ c. figure
☐ d. salary
16. They have us to work hard.
☐ a. pleased
☐ b. enjoyed
☐ c. encouraged
☐ d. excused

III. STRUCTURE

■ Structure I.

A. Give another word for each of the underlined phrases:

1. The soldiers who were watching saw no one there.
2. They pulled the horse in through the big doors of the city.
3. All the students came on time, but one of them did not.
4. If you keep on looking at the circle, it disappears.
5. This kind of bacteria is something that hurts.
6. The doctor visited all the ill persons in the hospital.
7. A number of students went on a picnic.
8. The surgeon looked carefully at the patient's leg before operating on it.
9. He is a person with a special knowledge in that subject.
10. We need a place to put our books.

B. Change the sentences with the words in the parentheses:

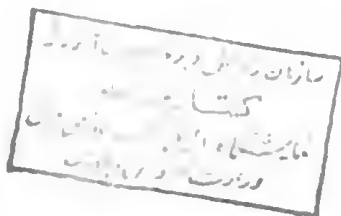
1. He is driving his car now. (every weekend)

2. She had taken off her coat quickly. (and entered the hall)
3. The shopkeeper counts the money. (when the children ran out of the shop)
4. The boy ate five big apples. (since this morning)
5. The birds went away. (before spring began)
6. I will buy a new shirt. (if I had enough money)

■ Structure II.

Check the correct part (a, b, c or d):

1. "When did he leave the factory?"
"He left it after his work."
☐ a. finish
☐ b. he finishes
☐ c. finishing
☐ d. to finish
2. "Does your child go to school?"
"No, he is to go to school."
☐ a. young enough
☐ b. very young
☐ c. enough young
☐ d. too young
3. "What kind of clothes are these?"
"They are clothes."
☐ a. mens
☐ b. men's
☐ c. men
☐ d. of men
4. "What did you do?"
"Although it was late, to go."
☐ a. but we decided
☐ b. decided
☐ c. we decided
☐ d. but decided
5. "What did you have after dinner?"
"I asked"
☐ a. for dessert a cup of coffee
☐ b. for a cup of coffee for dessert



- ☐ c. dessert for a cup of coffee
 - ☐ d. a cup of coffee dessert
6. "How did your friend enter the classroom?"
- "He entered"
- ☐ a. it this morning quietly
 - ☐ b. this morning it quietly
 - ☐ c. it quietly this morning
 - ☐ d. quietly this morning it
7. "Did you play in the playground?"
- "No, they didn't let us there."
- ☐ a. play
 - ☐ b. playing
 - ☐ c. to play
 - ☐ d. that we play
8. "Do you know **the singer**?"
- "Yes. I've heard her some beautiful songs."
- ☐ a. to sing
 - ☐ b. that she sings
 - ☐ c. sang
 - ☐ d. sing
9. "What had they decided to do this winter?"
- "They'd decided to **Ahwaz**."
- ☐ a. that they go
 - ☐ b. to go
 - ☐ c. going
 - ☐ d. go
10. "Who is that man?"
- "The man is my neighbor."
- ☐ a. whom you saw him
 - ☐ b. which you saw
 - ☐ c. which you saw him
 - ☐ d. whom you saw
11. "Are you planning to take your raincoat with you?"
- "No, I won't take it it rains."
- ☐ a. not if
 - ☐ b. if not
 - ☐ c. unless
 - ☐ d. unless not

12. "Did you find the germs?"

"No, but I them if I had a microscope."

- ☐ a. will find
- ☐ b. would find
- ☐ c. found
- ☐ d. did find

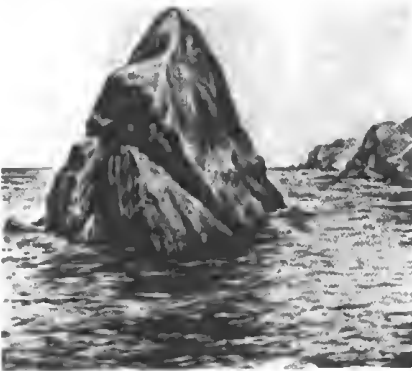


CLIMBING

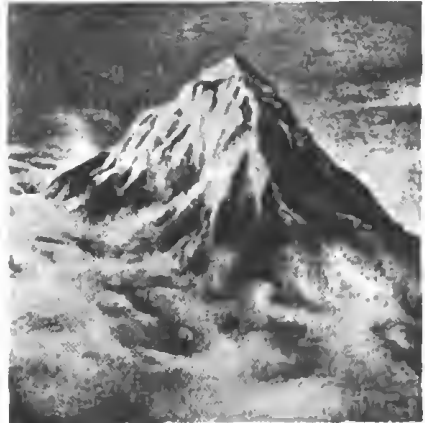
Why should a boy or girl want to climb mountains? What's so interesting about a mountain top? Who wants to spend a lot of time walking, climbing over **rocks** and getting tired?

Who? Why, a large number of boys and girls and also a great many **adults**. Many of them merely like to go on picnics, to drink tea in the **shade** of a tree or to eat lunch beside a mountain **stream**. But there are others who enjoy finding beautiful wild flowers or strange rocks. And there are a few who like to explore new and different places. Most of all, however, I think all of them like to **breathe** fresh, clean air.

It may be the **pleasure** of discovering strange and new things that **attracts** many people to mountain climbing. But, of course, it could also be the peace and beauty that one finds in mountain



ROCKS



A MOUNTAIN PEAK

spots. Maybe it is also the **exercise** that one gets. Or maybe it is the **challenge** of **conquering** something wild, of **achieving** something, of being on top.

Each person, of course, has a different reason for climbing. I like to climb mountains because I experience something new and exciting each time. One time I found the **fossil** of a sea animal that had lived thousands of years ago. Another time it was a **field** of many different and beautiful mountain flowers. I have also seen wild **deer** and other animals and sometimes I discover things that our **ancestors** used hundreds or thousands of years ago.



I am not one of those people who like to conquer the highest mountain **peaks**. Some day I hope to climb Mount Damavand, but I will **probably** never climb Mount Everest or the Swiss Alps. I prefer to climb the small hills and mountains near my town. I want to know them better. I also like to discover their **secrets**.

1. GRAMMAR AND PRACTICE

Look at the following Direct and Indirect Requests:

Direct: I said to him, "Change your question."
past

Indirect: I told (asked) him to change his question.
past

Direct: He says to his mother, "Don't turn off the radio."
present

Indirect: He tells (asks) his mother not to turn off the radio.
present

NOTES:

1. In a direct request write the words of the speaker exactly as they are spoken in quotation marks after a comma.
2. In an indirect request change the main verb to its infinitive form; **TO CHANGE, NOT TO TURN OFF.**
3. Use **SAY** in direct requests and **TELL** or **ASK** in indirect requests.

Exercise 1.A Change the following sentences like the examples:

Example 1. He says to me, "Close the door."

He asks me to close the door.

1. She often says to Ali, "Explain the problems."
2. Bob always says to me, "Buy the tickets."
3. Jack never says to his sister, "Turn on the radio."
4. He sometimes says to me, "Tell a story."
5. Mary usually says to him, "Telephone the doctor."
6. He never says to his sister, "Change your question."

Example 2. John said to me, "Take care of the little boy."

John asked me to take care of the little boy.

1. Susan said to her, "Come back before Thursday."
2. He said to me, "Take the children to the theater."
3. I said to her, "Study it carefully."
4. He said to the nurse, "Take the patient's temperature."
5. I said to him, "Look at the fountain."

Example 3. I said to him, "Don't buy any more sugar."

I asked him not to buy any more sugar.

1. She said to me, "Don't watch television all the time."
2. I said to him, "Don't study during the summer."
3. Mary says to me, "Don't fail the next test."
4. Jack says to her, "Don't call a taxi."
5. She said to us, "Don't quarrel so much."

II. GRAMMAR AND PRACTICE

Read the following sentences:

One often finds beauty in mountain spots.

Many people enjoy beautiful wild flowers.

The birds are singing beautifully.

NOTES:

1. Add suffixes like *-ful* to change nouns to adjectives.
2. Add the suffix *-ly* to adjectives to form adverbs.

Exercise II.A. Non

the words in parentheses:

1. They forgot their quarrels and lived (peace)
2. This student is very quick. He does his homework (quick)
3. He lived for many years. (happy)
4. My car doesn't run fast. It runs (slow)
5. Our science teacher is very (help)
6. Studying English before and after classes is (use)
7., he studied hard and passed his exams. (fortunate)

■ II.B. Tense Review

Fill in the blanks with suitable form of the verbs in parentheses.

1. Our English class (teach) by Mr. Taban this year.
2. If you are interested in Shakespeare's plays, I (give) you one of his books.
3. He (get) a very good education before he reached this position.
4. They (warn) of the danger by the captain.
5. He (influence) many people since he began his new job.
6. If you (bring) your exercise book today, the teacher won't get angry.
7. We have planned (go) to the North for our vacation.
8. He (be) mad for quite a long time before he was sent to the hospital.
9. Many soldiers (kill) during the Civil War.
10. He might earn his living by (sell) ready-made clothes.
11. They (talk) about the expenses of the club when I met them.
12. If our treasurer was good at arithmetic, we (not have) any problem now.
13. They (offer) him a beautiful palace after he decided to live here.
14. After (get rid of) the dangerous power, he hated gold.
15. The class (attend) by many students every day.
16. Mary (be) seriously sick for the last two months.

17. The shep
got dark.
18. The fire (start) by a very young boy.
19. Jack can (stay) here if he wants to.
20. If Bob (obey) his parents, they will buy him a bicycle.

■ II.C. Vocabulary Practice

Use one of the following words or phrases in each of the blanks.

stream - deer - achieve - adults - secret - peaks - shade - fields - exercises
breathe

1. "Did you what you wanted to?"
"Yes. I solved the most difficult problem in the test."
2. "What are you going to do during the vacation?"
"I'm going to climb the highest that I can find."
3. "What do you find when you go far from the city?"
"Many things. For example, you find of very beautiful flowers."
4. "What is the first thing you do when you get up in the morning?"
"I like to do my as soon as I get up."
5. "Guess what we saw during our hike today?"
"You saw some beautiful , didn't you?"
6. "What was he telling you ?"
"I'm sorry, I can't tell you. It is a"
7. "Where do you like to sit in a garden when it is hot?"
"I like to sit in the of a tree."
8. "What do most people who go mountain climbing like?"
"They like to fresh air."
9. "Where were the village boys swimming?"
"They were swimming in a"
10. "Can attend these classes?"
"No, they are for quite young people."



dialog

MAY I HELP YOU?

(Situation: Homa and her family are in her teacher's home. They have just finished dinner.)

Homa: That was a delicious dinner, Mrs. George. Thank you very much.

Mrs. George: I'm glad you liked it, Homa.

Homa: May I help you clear the table?

Mrs. George: Why, yes, **that's very kind of you**. Let's take the dishes into the kitchen.

Homa: Are you going to wash the dishes now?

Mrs. George: Oh, yes. I'll wash them and you can **dry** them.

reading

AN INFORMAL DINNER PARTY

Jane: What's the matter, Homa?

Homa: Oh, nothing. I'm all right, I guess.

Jane: Did something happen last night? You were invited to your English teacher's house for dinner, weren't you?

Homa: Yes, but it wasn't a very pleasant evening for me.

Jane: I'm sorry to hear that! Was this the first time that you were invited to your teacher's home?

Homa: Yes, it was. In fact, it was the first time that I was in a **foreigner's** house.



Jane: Then, some of the customs probably seemed very different.

Homa: They did seem different! In fact, some seemed to be **just the opposite**.

Jane: I know what you mean, but they are **well worth** learning. I was uncomfortable the first time I went to an Iranian dinner party, but **later** one of my friends very kindly explained a few of the Iranian customs to me. I think customs and **behavior**¹ must be learned together with a language. Customs are neither right nor wrong **by themselves**; they are a part of the life of each country, just as a language is.

Homa: You may be right.

Jane: Did Mrs. George serve tea or fruit juice to you when you arrived?

Homa: No, she didn't serve anything. In fact, she asked us to come to the table a few minutes after we arrived.

Jane: That is **typical** of informal dinner parties, especially when there are small children.

Homa: The **worst** part of the evening for me was after dinner. When Mrs. George was clearing the table, I **politely** said, "May I help you?" She answered, "Why, yes, that's very kind of you. Let's take these dishes into the kitchen." Then in the kitchen, she said, "I'll wash the dishes and you can dry them." Wasn't that **rude** of her!

Jane: No, **not at all**. At informal dinner parties a woman guest often helps with the dishes after dinner.

Homa: That's just the opposite of the Iranian custom! We never let a guest wash or dry dishes, even if she does offer to help.

Jane: It's a very important difference, isn't it? Things like this often cause misunderstandings among people from different countries. Customs are correct in their own country, but they are sometimes incorrect in another country.

1. Idiom Practice (Oral Drill)

1. May I help you clear the table? -That's very kind of you.
Could I set the table for you?

¹ behavior = behaviour

Can I take your coat?
Can I dry the dishes for you?

2. Were you hurt?
Wasn't it rude of her?
Were they impolite?
Did I put you to much trouble?

- Oh, no! Not at all.

3. She does her best to

remember everything.
please her parents.
be polite to everyone.
understand English.
not to be rude.

4. He went for a walk by ... self (selves).
She
I
We
They
You (singular)
You (plural)

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of emphatic DO:

They did seem different!
..... even if she does offer to help.
You did offer to help, didn't you?
Do try to remember that

NOTE: Use DO, DOES, DID before a verb
to show emphasis or strong feeling.

Exercise II.A. Add *DO*, *DOES*, *DID* to the following sentences to show strong feeling or emphasis.

Example: I told him the news.

I did tell him the news.

1. John took the Natural Science Course.
2. We feel at home in your house.
3. Try to make friends with your neighbors.
4. Mary hates to be late.
5. Visit us again some time.

■ **II.B.** Look at the following use of Exclamation Marks:

(Strong feeling)

I'm sorry to hear that!

That was the worst part for me!

Wasn't that rude of her!

That's just the opposite of the Iranian customs!

(Emphasis)

Your dinner party was an informal one, wasn't it!

NOTE: Strong feeling or emphasis can be shown
by an exclamation mark (!).

Exercise II.B. Choose a sentence in column B for each sentence in column A. Write the letter of the sentence on the line.

A

1. Do explain these customs to me.
2. What did you do?
3. She asked me to dry the dishes.
4. Some customs probably seemed different.

B

- a. I learned something new!
- b. I'll do my best!
- c. They certainly did!
- d. Wasn't that rude of her!

We talked with Mr. George and the children.
They wanted to be polite but didn't know how.
We have to learn not only the language but also the customs.

Mary and Amir both know that some customs are different.

Mary and Amir are both happy.

Both she and he know that some customs are different.

Both she and he are happy.

He was either reviewing or summarizing.

They either talked or looked at the pictures.

He was neither reviewing nor summarizing.

They neither talked nor looked at the pictures.

NOTES:

1. The above words are connectives.
2. They connect two nouns or two verbs¹ in simple sentences.
3. Two nouns (Mary and Amir, etc.) are called compound noun phrases. Two verbs (reviewing or summarizing, etc.) are called compound verb phrases.
4. Use "both", "either", and "neither" after modals, after the verb "Be", and before other main verbs.

¹ They may also connect two pronouns or two adjectives:
He was both hungry and thirsty.

Exercise II.C. Join the following sentences with the connectives in the parentheses.

Example: His comprehension is good.

His writing is good. (both and)

Both his comprehension and his writing are good.

1. The principal lives near the school. His assistant lives near the school. (and)
2. The actor was American. The actress was American. (both and)
3. Jack is an astronaut. George is an astronaut. (and..... both)
4. She wanted to be helpful. She didn't know how. (but)
5. The boy fell down. The boy broke his leg. (not only..... but also)
6. Mary isn't careful. Jack isn't careful. (neither nor)
7. I will watch TV. I will go to the movies. (either..... or)
8. He studies at the university. He works at the university. (and)
9. We read in class. We write in class. (both and)
10. Mary wanted to do her best. She didn't know how. (but)
11. Mina passed the exam. Ali passed the exam. (not only..... but also)
12. We don't have a big playground. We don't have a coach. (neither nor)
13. Mina will go shopping. Her mother will go shopping. (either or)
14. Girls enjoy adventure stories. Boys enjoy adventure stories. (and both)

■ II.D. Voc. Practice

Use one of the following words or phrases in each of the blanks:

That's very kind of you – rudely – ordinary – by yourself –
living room – not at all – the worst – we do our best – politely –
according to –

1. Why are you angry at Mr. Afshar?
He always speaks very to us.
2. I hope we won't fail the examination.
If , we won't.
3. Did you have a pleasant time when you visited them?
Yes. I was uncomfortable.

4. Did you and Mina both enjoy the dinner party last night?
No, not very much. It was an..... one.
5. Should I do this assignment next?
Yes, and do do it !
6. Where are your parents sitting?
They are sitting in the
7. Did you enjoy yourself yesterday?
No, it was day in my life.
8. How did he speak to you?
He spoke very to me.
9. What does your teachers think about you?
..... him, I'm clever enough to get what I want.
10. You can ask me anything you may not know about the lesson.
..... Ali. You are very helpful.

THE EARTH AND ITS NEIGHBORS

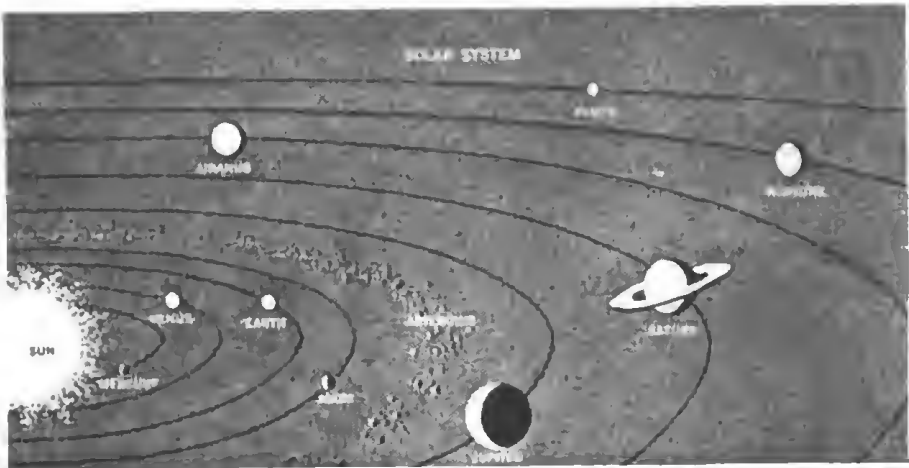
Stars

When we look at the sky at night, we see thousands of very small lights. We call them **stars** and most of them are. People **used to** think that they were like the Earth, but they aren't. A star is like our sun, a **blazing** ball of hot **gases** and **metals**¹.

The Earth is very different. It is not a **fiery** world like the stars and the Sun. In fact, in some places it is very cold. The Earth doesn't have any light of its own. Instead, it depends on the Sun for its light, like the Moon does. When we look at the Moon, the light we see there is a reflection of the Sun's light.

Planets

The Earth is called a planet. The Sun, the Earth and eight other planets are our **solar system**. Everyone used to think that the Sun and the other planets **orbited** around the Earth, but **astronomers** **proved** that this was wrong. Our Earth and the other eight planets in our solar system orbit around the Sun.



¹ The metals are in gaseous form.

The Sun is much larger than the Earth and the other planets in our solar system. But although the Sun seems very large to us, there are other stars that are a lot larger than it is. We also know that there are stars that shine much more **brightly** than our Sun, but they are so far away that we can only see them through a **telescope**.

The planets that are near the Earth are Venus and Mars. Venus is **closer** to the Sun than the Earth and is covered with clouds. Mars is farther from the Sun than the Earth and it is sometimes covered with **dust storms**. Venus is the brightest planet in our solar system. In fact, it can sometimes be seen in the daytime. The light that is reflected from Mars is usually an **orange-red** color.

The first time that the astronauts **described** the Earth from space, they said that it was one of the most beautiful sights that they had ever seen. It looked like a blue, green, and white ball in black space.



A TELESCOPE



Space Exploration

As far as we know, our planet is the only one which has **intelligent** life on it. **Still**, some of the other planets probably have simple forms of life¹ on them; for example, there may be

¹ simple forms of life=bacteria, plants, etc.

plant life on Mars. A few scientists think that life might also exist in other solar systems.

Although space exploration has already begun and should become more interesting every year, it will be many many years before we learn the secrets of even our nearest neighbor, the Moon.

I. Idiom Practice (Oral Drill)

1. It sure is hot today.
 an interesting book.
 nice to see you.
 cold outside.
2. No wonder you're hot. You have a heavy coat on.
 you're hungry. You haven't eaten anything.
 you're tired. You haven't slept for days.
 she's so happy. Her daughter is coming from Europe.
3. I enjoy watching TV, but I like hiking as well.
 but I am intersted in drawing
 but I like to listen to music
 but I like to play tennis
 but I like cooking food

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of USED TO:

- People used to think that the stars were like the Earth.
- Everyone used to think that the Sun and the other planets orbited around..... .
- This used to be worth a lot of money.

NOTES:

1. USED TO refers to something that was done in the past, and has stopped now.

2. Use "did" to form questions:

Statement: He used to eat a lot.

Questions: Did he use to eat a lot¹?

Exercise II.A. Rewrite the following sentences like the example:

Example: He lives in Tehran.

a. He used to live in Tehran.

b. Did he use to live in Tehran?

1. She goes to Primary School.
2. He was a university teacher.
3. The principal plays football.
4. My cousin teaches literature.
5. We thought about our course of study.

■ **II.B.** Look at the following examples of Comparative and Superlative:

(Some) stars are a lot larger than the Sun.

Planets are much smaller than the Sun.

Some of them shine much more brightly.

It should become more interesting.

Venus is the brightest planet.

It was one of the most beautiful sights.

NOTES:

1. For comparative:

- a. Use "er" for one syllable adjectives and adverbs.
- b. Use "more" for three or more syllables.

2. For superlative:

- a. Use "the est" for one syllable adjectives and adverbs.

¹ The form "Used he to eat a lot?" is also correct, but not very common.

b. Use "the most" for three or more syllables¹.

Exercise II.B. Use the correct form of the adjectives or adverbs in the parentheses.

Papyrus was used..... (early) than paper. The..... (early) known date for the use of papyrus is 2300 B.C.² The Chinese discovered how to make paper much..... (late), but their discovery is one of (important) in history. In 105 A.D., they had made a discovery which they guarded..... (carefully) than you can believe. But people usually find out even those secrets which are guarded the (good). Many other people discovered the secret and (much) and (good) paper was made than before.

Exercise II.C. (Tense Practice) Use the correct form of the verb with each time expression. (Individual Oral Practice)

I visit my grandmother every Friday.

Example: (yesterday) I visited my grandmother yesterday.

(next week) I'll (I'm going to) visit my grandmother next week.

(yet) I haven't visited my grandmother yet.

1. every three weeks
2. ten days ago
3. this week
4. next month
5. once a week
6. already
7. last Monday
8. before I received your letter
9. in a few minutes

¹ Two syllable adjectives sometimes take "er", "est", "more" and "most".

² B.C. = before Christ.

10. the day after tomorrow
11. yet
12. before you arrived
13. never
14. often
15. used to when I was younger

■ II.D. Voc. Practice

Use one of the following words or phrases in each of the blanks:

blazing — still — solar system — orbits — described
the closest to — astronomers — dust storms — exist — brightly—

1. Father, doesn't the Sun go around the Earth?
No, son, just the opposite. The Earth around the Sun.
2. What did the first astronauts say about the Earth?
They it as a very beautiful ball.
3. Why does Mars usually have an orange-red color?
It may be because of the on it.
4. How many planets are there in our ?
There are nine.
5. Which planet is the Sun , Venus , Earth or Mars ?
Venus is.
6. Does intelligent life in other solar systems?
Maybe. Some scientists think it does.
7. What is David doing at present?
He is working for us.
8. What do we call those who know something about the stars?
We call them
9. What do we also know about some of the stars?
We know that they shine more than the sun.
10. What is a star like?
It is a ball of hot gases and metals.

LESSON TEN

A TYPICAL DAY IN BOB'S LIFE

The **alarm clock** rings at seven a.m. every morning and Bob usually **wakes up at once**. He jumps out of bed and does exercises for ten minutes. Then he takes a quick **shower**. After his shower, he **combs** his hair, puts on his clothes and eats his breakfast. For breakfast he usually has orange juice, eggs, **toast**, and milk. Sometimes he has cold **cereal** and milk instead of eggs and toast. During breakfast, he usually listens to the radio. At 7:30 he puts on his coat and leaves for school.

He generally goes to school by bus or **subway**. Since both



are always **crowded**, he doesn't get a seat very often. On the way to school, he looks at the **signs** above the windows and the faces of the other **passengers**. He can usually get to school in half an hour. His first class begins at 8:30 and he has **seldom** been late. His last class ends at 3 p.m. After school, he sometimes goes to the **student center**¹ or to a coffee shop with his friends. After an hour or so there, he goes home.

As soon as he gets home from school, he sits down, does his homework, and studies his lessons for the next day. At 6:30 he eats dinner with his family. Then he **relaxes**. Sometimes he watches television for an hour or two. Other nights he listens to his **records** or works on his **stamp collection**. At about 9 o'clock he **takes off** his clothes, puts on his **pyjamas**, and gets

¹ center=centre

into bed. He falls asleep immediately and sleeps until the alarm clock rings again the next morning.



I. Idiom Practice (Oral Drill)

1. We should do our assignments right away.
Look for the facts and ideas
Relate the points to what you know
Survey the material
2. You can relax for the time being.
Stay in bed
It's all right
There's nothing to do
3. From now on you should comb your hair before breakfast.
you should get up when the alarm clock rings.
you should eat cereal and toast for breakfast.
you should come to class on time.

II. GRAMMAR AND PRACTICE

Look at the following examples:

Bob usually gets up at once.

He usually has orange juice.

He usually listens to the radio.

He generally goes to school by bus.

He sometimes goes to a coffee shop.

He can usually get to school in half an hour.

He has seldom been late.

He may sometimes watch television.
 The subway and the bus are always crowded.
 He is seldom late.

NOTES:

1. Use frequency adverbs (USUALLY, SOMETIMES, OFTEN, etc.) as follows:
 - a. After the verbs BE, HAVE (perfect tenses), and Modal Verbs.
 - b. Before all other verbs.
2. For emphasis or variety, frequency adverbs may be put at the beginning or the end of a sentence, for example,
 "Sometimes he watches TV."
 "He watches TV sometimes."

Exercise II.A. Substitution Practice:

Change the sentence with the words given.

He has seldom been late.

Example: "comes": He seldom comes late.
 "is": He is seldom late.

- | | |
|-----------------|---------------|
| 1. occasionally | 9. on time |
| 2. can | 10. is |
| 3. has been | 11. goes |
| 4. generally | 12. generally |
| 5. goes | 13. has been |
| 6. early | 14. gets up |
| 7. comes | 15. always |
| 8. seldom | |

■ **II.B. Look at the following connectives:**¹

¹ Compare these sentences with those in Lesson 8 Exercise II.C.

The clock rings at 7, and Bob gets up at once.

He eats dinner and then he relaxes.

His first class begins at 8:30, but he has seldom been late.

He listens to his records or he works on his stamp collection.

NOTES:

1. The above words connect two separate sentences.
2. The new sentence is called a compound sentence.
3. A comma is needed before the connective if the subjects of the two sentences are different.

Exercise II.B. *Join the following sentences with the connectives in the parentheses. Use a comma before the connective where necessary.*

Example : The astronomer was talking. The students were listening carefully. (and)

The astronomer was talking, and the students were listening carefully.

1. He took a shower. He combed his hair. (and then)
2. The Sun is shining brightly. It is dark inside. (but)
3. You must drive carefully. Your car will run off the road.
(or)
4. Be sure to keep warm. You will get sick. (or)
5. He did his best. He couldn't describe the riverboat. (but)
6. They landed on the Moon. They began their exploration.
(and)

Exercise II.C. *Complete each sentence of part A with a suitable phrase from part B. You may find more than one suitable phrase for each sentence.*

AB

- | | |
|---|---|
| 1. If he runs all the way, | a. she would put on her new silk dress. |
| 2. If he ran all the way, | b. nobody would see you. |
| 3. If Mary were invited, | c. I will call for help. |
| 4. If you hide behind the tree, | d. I will call him at once. |
| 5. If the thief came into my room, | e. he would get to school in time. |
| 6. If you didn't move, | f. I would plant flowers there. |
| 7. If he wants to take my bag, | g. he will get to school in time. |
| 8. If I were you, | h. we would get there quickly. |
| 9. If we had a car, | i. I should be very much afraid. |
| 10. If you want to talk to him, | j. nobody will see you. |

■ II.D. VocabularY Practice

Use one of the following words and phrases in each of the blanks:

combed — the student center — alarm clock — takes off —
milk and cereal — plays his records — stamp collection —
relax — shower — the other passengers —

1. What did Bob do after the alarm clock rang?
He his hair.
2. What does he eat for breakfast?
He has
3. What does he do on his way to school?
He looks at
4. Does he go home immediately after school?
No, he relaxes in first, and then goes home.
5. What does he do before he goes to bed?
He
6. What does Bob do as soon as the rings?
He usually wakes up at once.

7. Do you feel cold when you take a cold? What about you?
Yes, I do.
8. What do you like to do after a day of hard work?
I like to relax. What about you?
9. What does one do before putting on his pyjamas?
He usually his clothes.
10. What do you do at home when you have no homework to do?
I sometimes look at my

dialog

LOOKING UP A WORD

Reza: Jane, will you do me a favor?

Jane By all means, Reza. What is it?

Reza: Could you find the word "synonym" in this dictionary for me?

Jane: Can't you do it?

Reza: No, I can't. I looked under "si" and "ci", but I couldn't find it anywhere.

Jane: Of course not. It begins with "sy" Here you are, "s-y-n-o-n-y-m".

Reza: That was fast. How did you do it?

Jane It was easy. Shall I teach you?

Reza: Yes, please do.

reading

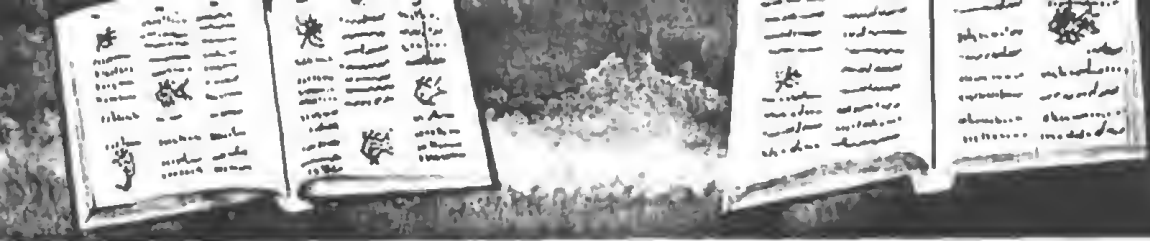
USING A DICTIONARY

Mary: Mr. Rod, I couldn't finish my lesson last night, because there were so many new words in it. I tried to use my dictionary, but it didn't help me very much.

Mr. Rod: Maybe you haven't been using your dictionary correctly. Let me explain the things that a dictionary can tell you.

First of all, I hope you have been using an English to English dictionary. It's much better than an English-

¹ *favor* = *favour*



to-Persian dictionary. When you **look up** the meaning of new words in English, you **increase** your **vocabulary** much more quickly.

Now, there are seven main things that a dictionary can tell you: the spellings of a word, its pronunciation, **whether** it is a noun, verb, etc. its **irregular** forms, its meanings, some examples, and its synonyms. Let me explain each of these.

1. The dictionary shows you the correct spelling of a word; and whether it begins with a capital letter for example "fire" and "fiery", "ate" and "eight", Lincoln, Iran, etc.
2. It shows you how many **syllables** there are in the word and how to **pronounce** it. Of course, you will have to learn a special **alphabet** to pronounce it correctly. Until then, you should pronounce the word as your teacher does.
3. It tells you what kind of word it is. As I said before, it might be a noun, a verb, an **adjective**, an **adverb**, and so on.
4. It tells you if a word has regular or irregular forms; for example, *work*, *worked*, *worked*; "eat", "ate", "eaten"; "man", "men".
5. It tells you all the different meanings of a word. Remember that the meaning of a word usually depends on the words around it: for example, "*I got sick.*" (I became sick.), "*I got home late.*" (I arrived home late), and "*I got a letter yesterday.*" (I received a letter yesterday).
6. A dictionary often gives you an example for each meaning, **such as** the ones I just gave you.
7. It often gives you other words which have similar meanings (synonyms), and sometimes words which have **antonyms**.

GRAMMAR AND PRACTICE

■ I.A. Look at the following examples of *HAVE BEEN + ING*:

You haven't been using your dictionary
I hope you have been using an English dictionary.
You have been thinking about it.
He has been studying since five o'clock.

NOTE: In all of these sentences an action has begun in the past and is still continuing at the present time. The duration of the action is emphasized.

Exercise I.A. Look at the following pictures and complete the sentences.

Example: That man walking
for one hour.

That man has been walking in the park for one hour.



1. A sitting for half an hour.



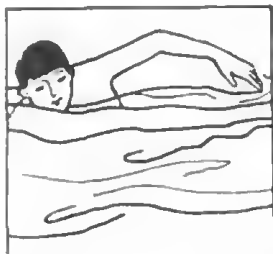
2. Amir's wife the whole afternoon.



3. Has he his lunch or his dinner?



4. Who this book?



5. He hasn't for more than half an hour.

■ I.B. Look at the following connectives:

He knows how to use a dictionary, and I do too.

He knows how to use a dictionary, and so do I.

He is a fast reader, and I am too.

He is a fast reader, and so am I.

He should increase his vocabulary, and she should too.

He should increase his vocabulary, and so should she.

He doesn't know how to use a dictionary, and I don't either.

He doesn't know how to use a dictionary, and neither do I.

You aren't pronouncing the word correctly, and I am not either.

You aren't pronouncing the word correctly, and neither am I.

Mary can't go to the Student Center tonight, and Jack can't either.

Mary can't go to the Student Center tonight, and

neither can Jack.

NOTES:

1. When DO, BE, SHOULD, etc. are used instead of the main verb, we call them "substitute verbs".
2. When we use a substitute verb, we shorten the sentence.
3. A comma is used before the connective.
4. The above sentences are compound sentences.

Exercise I.B. *Join the following sentences with the connectives in the parentheses:*

1. Mary finished the novel. Jack finished the novel. (and..... too)
2. Mary will finish the novel. Jack will finish the novel. (and so.....)
3. Mary hasn't finished the novel. Jack hasn't finished the novel. (and/either)
4. Mary doesn't finish a novel every week. Jack doesn't finish a novel every week. (and neither)
- ___5. They are studying basic English. We are studying basic English. (and too)
6. Mina had chosen a comfortable chair. Ali had chosen a comfortable chair. (and so.....)
7. David might not remember the alphabet. Susan might not remember the alphabet. (and either)
8. Amir mustn't take off his coat. Pari mustn't take off her coat. (and neither)
9. He wasn't looking up the new words. She wasn't looking up the new words. (and either)
10. Pari's hair was combed very nicely. Mary's hair was combed very nicely. (and so)

■ **I.C. Look at the following examples:**

You will guess half of the new words if you try.
He will use his dictionary until he finds all the synonyms.
I will give Amir the stamps when I see him tomorrow.
She will take off her raincoat as soon as the rain stops.

NOTES:

1. All the above sentences refer to future activities.
2. Use simple present tense to show future activities after such connectives as, if, until, when, as soon as, before, after, unless.

Exercise I.C. Finish the following sentences:

1. He will study physics after
2. Mary will take a quick shower before
3. I will send the letter unless tomorrow.
4. The bus will leave as soon as the passengers
5. You will not guess his answer until you tomorrow.
6. We will understand the lesson better if the teacher..... next week.

■ **I.D. Voc. Practice**

Use one of the following words or phrases in each of the blanks:

By all means – adverb – look it up – pronounce – alphabet – like
dictionary – adjective – synonyms – increase –

1. Javad, what does 'syllable' mean?
I don't know. You'll have to in a dictionary.
2. What do you call two words that have the same meaning?
They are called
3. What are irregular forms?
They are words "men" instead of "mans", "feet"
instead of "foots", and "came" instead of "comed".

4. How can we increase our vocabulary?
That's easy. Learn how to use an English to English.....
5. Can you do me a favor tomorrow?
..... . What is it?
6. What is an?
It is a word that tells you about a noun.
7. What is the first letter in the English.....?
It is the letter "A".
8. What does an do?
It tells us about a verb.
9. What happens when you look up the meaning of a word?
I my vocabulary.
10. Why can't you understand them when they speak?
Because they the words badly.

LESSON TWELVE

UNDERSTANDING MUSIC

What is Music?

Is the song of a bird music? The sound of rain, or of a river, or of waves on a beach? Or the noises of traffic, or of buildings, or of working?

No, these aren't music. They may seem like music, and they can be expressed in music. By themselves, however, they are just sounds and noises.

Music has three things that sounds and noise do not have. It has meaning. It has **melody**. And it has **rhythm**.

Meaning

How does music have meaning? Well, there are three main kinds of meaning that can be found in music. There are the **feelings** of the **composer** when he writes the music. There are the stories that music tells. And there are our own feelings when we listen to the music.

The first type of meaning is the feeling that the composer wishes to express. For example, it may be his happiness, sadness, excitement or some other feeling.

The second type of meaning is the story that the music tells. It may be a trip to a strange country, about a **mysterious** adventure, about **falling in love**, or many other things.

The third type of meaning comes from our own experiences. We may remember a **lovely** day at the beach, a picnic in the mountains, saying good-bye to our sister or brother at a train station, and so on.

Melody

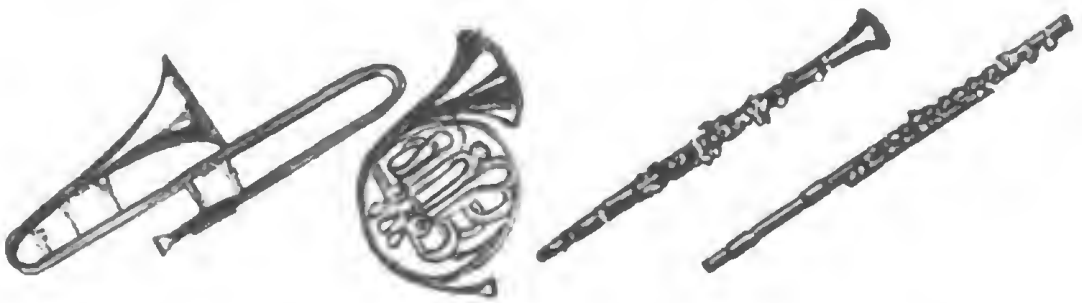
Melody is an arrangement of notes which sounds pleasant to us. It is the easiest part of music to understand.



NOTEN FROM THE PASTORALE SYMPHONY

One famous **symphony**, Beethoven's Sixth Symphony *the Pastorale*, is based on only three notes. These are like the voice of a shepherd calling his sheep. "

Beethoven expresses the different feelings of the shepherd by using many different **instruments**.



Rhythm

Of course, feelings are not expressed by melody alone. Rhythm is also very important. When Beethoven wanted to express happiness, he used a fast lively rhythm. When he wanted to express tiredness, he used a slow regular rhythm.

■ 1. Idiom Practice (Oral Drill)

1. You'll learn to swim. At the same time,
understand music. it's good for you.
play tennis.
play an instrument.
2. I forget names. On the other hand, I remember numbers.
faces.
dates.
addresses.
voices.
3. If you want to go with us, so much the better.
study hard,
provide chairs for everyone,
take care of it,
travel by train,

4. I have been working all day long.
She was shopping
They have been traveling
You can practice English

II. GRAMMAR AND PRACTICE

■ II.A. Look at the following examples of *MODAL + PASSIVE*:

They can be expressed in music = Music can express them.

Three kinds of meaning can be found in music (by us)
= We can find three kinds of meaning in music.

Whatever may be chosen (by a person) = Whatever a person may choose.

NOTE:

Use BE TOLD, BE GIVEN, etc. (BE + Past Participle) after WILL, CAN, MAY.... (Modals) in passive sentences:

WILL BE TOLD

CAN BE GIVEN

MAY BE TOLD

ETC.

Exercise II.A. Change active sentences to passive sentences.

Example : We find many instruments in music shops.
Many instruments are found in music shops.
We found many instruments in music shops.
Many instruments were found in music shops.
We will find many instruments in music shops.
Many instruments will be found in music shops.

1. We could prepare lunch in ten minutes.
2. They explained the Scout motto.
3. The people who were hurt will need First Aid.

4. Students should look up only a few words.
5. The boys might eat all of the pastries.
6. Someone else may do it.
7. Our treasurer added up all of the expenses.
8. The children can divide the nuts.
9. Her parents will give a pleasant party.
10. One out of every four persons speaks the English language.

■ **II.B.** *Look at the following suffixes:*

	<u>stem</u>	<u>suffix</u>
classical	classic-	-al
mysterious	mysteri-	-ous
happiness	happi-	-ness
lively ¹	live-	-ly

Exercise II.B. *Fill in the blanks with the correct form of the words in the parentheses.*

1. His surprised us. (sad)
2. This song will be about a adventure. (mystery)
3. It's a day, isn't it? (love)
4. He expressed his experiences in his writing.
(person)
5. We had an trip. (adventure)
6. Children like faces. (friend)
7. Can you explain its? (useful)
8. The composer was a very person. (lone)
9. This shop sells several kinds of instruments.
(music)
10. I like rhythms. (live)

¹ Some words ending in -ly are adjectives, not adverbs, for example, "lively", "lonely", "lovely", "friendly".

■ II.C. Tense Practice

Use the correct form of the verb with each time expression. (Individual Oral Practice)

The classrooms are swept every day.

Example : (once a day) The classrooms are swept once a day.

(every day last week) The classrooms were swept every day last week.

1. - frequently
2. - tomorrow morning
3. - yet
4. - a few minutes ago
5. - never... before nine o'clock
6. - not... tomorrow afternoon
7. - already
8. - twice yesterday
9. - tomorrow night
10. - two hours ago
11. - might... this afternoon
12. - every day

■ II.D. Vocabulary Practice

Use one of the following words or phrases in each of the blanks:

happiness – expressed – traffic – music – mysterious – composer – instruments – melody – the songs – symphony –

1. Which musical instrument can best express the feelings of shepherds?
They are usually best by a flute.
2. What does a lively rhythm seem to express?
It seems to express
3. What is the difference between music and noise?
Music has, but noise doesn't.
4. Don't you like of birds?
Yes, very much. I could listen to them all day long.
5. That was a lovely, wasn't it?
Yes. I haven't heard such beautiful music in a long time.

6. What is your hobby?
My hobby is listening to classical
7. What does a do?
He writes music.
8. What is it that makes so much noise in the streets?
It is the
9. Why was the young boy so terrified?
Because he had read a story.
10. What are the violin, flute and guitar called?
They are called musical.....

TEST TWO

COMPREHENSION

■ I. Reading Comprehension:

Read the following text quickly and carefully. Then put a check mark (✓) in front of the correct part (a, b, or c) of each sentence.

Jupiter is the largest planet in our solar system. Scientists have not learned much about it, however, because it is very far away. Spaceships from the United States and Russia have already made several flights¹ to the Moon, Venus, and Mars, but none have reached Jupiter yet. The first spaceship sent to Jupiter began its journey in March 1972.

The name of the spaceship is Pioneer 10. It must fly through space for nearly two years to reach Jupiter. The distance is 620 million miles. The speed of Pioneer 10 is about 75,000 miles per hour. It is flying faster than any other spaceship flown before. Other spaceships need about five months to fly 50 million miles, but Pioneer 10 only needed three months.

In July Pioneer 10 passed Mars and entered a new part of space. It is called the asteroid belt. The asteroid belt is 175 million miles wide and has dust and thousands of small planets, or asteroids, in it. Pioneer 10 will need seven months to cross the belt. If it crosses it successfully, scientists will learn many things about outer space. They will also learn more about the dangers of space travel.

There are many things that scientists hope to learn about Jupiter from Pioneer 10. For example, they already know that Jupiter has 12 moons and that three of them are larger than the Earth's moon. But they do not know if any of Jupiter's moons have an atmosphere. They also want to know if there is some form of life on Jupiter. They hope that Pioneer 10 will answer these questions and many other questions as well.

¹ a flight = a trip by spaceship (or airplane)

1. Why haven't scientists learned much about Jupiter?
 - a. Because it is the largest planet.
 - b. Because it is very far away.
 - c. Because the first journey began in 1972.
2. Why may Pioneer 10 reach Jupiter sooner?
 - a. Because it must fly through space for nearly two years.
 - b. Because the distance is 625 million miles.
 - c. Because it is flying faster than any other spaceship.
3. What will happen if Pioneer 10 crosses the asteroid belt?
 - a. Scientists will learn a lot about outer space and the danger of space travel.
 - b. Pioneer 10 will enter a new part of space 175 miles wide with thousands of asteroids.
 - c. Pioneer 10 will need seven months to cross the dust and the belt.
4. What do scientists already know about Jupiter?
 - a. They know that it has 12 moons.
 - b. They know that it has atmosphere.
 - c. They know that there is life on it.

■ II. Reading Comprehension

Read the following story very carefully. Give complete answers to the questions:

Some time ago a sweeper who swept the Bank of England and waited there all day for pennies, went into a shop and asked the shopkeeper:

"What is the value of a piece of gold as large as my head?"

"My dear sir. I'm just going out to lunch," said the shopkeeper. "Come and have something to eat with me. We can talk the matter over later."

They went to a restaurant and had a very delicious and expensive lunch. As the sweeper was having his dessert, the shopkeeper said:

"Now, my friend, show me the gold."

"But I haven't any," said the sweeper.

"What!" said the angry shopkeeper. "You came to ask me to buy a big piece of gold!"

"You see, I sweep the bank of England. It just came into my head that someone might leave a big piece of gold there. I wanted to see how much I would get for it."

"Get out of here!" said the angry shopkeeper.

"Well, dreams don't often come true, they say," said the sweeper as he returned to his work, "but I got a very good meal out of mine."

1. What is the story about?
2. Did the sweeper find a big piece of gold?
3. Why did the shopkeeper invite him to lunch?
4. What did the sweeper want to find out?
5. What is a good title for the story?

II. Vocabulary Recognition :

A. Read the sentence and check the phrase (a, b or c) that has the same meaning as the underlined word.

1. I have to do my assignment before "going out".
 - ☐ a. survey
 - ☐ b. homework
 - ☐ c. housework
2. The blazing torch helped them find their way.
 - ☐ a. very big
 - ☐ b. very old
 - ☐ c. bright and fiery
3. I just can't comprehend the reason for her bad behavior.
 - ☐ a. understand
 - ☐ b. forget
 - ☐ c. remember
4. The astronauts explored the Moon for several hours.
 - ☐ a. discovered
 - ☐ b. examined
 - ☐ c. saw
5. The foreigner did not know the custom.
 - ☐ a. friendly old man
 - ☐ b. person from another country
 - ☐ c. neighbor

6. My friend likes to read novels.
☐ a. travel books
☐ b. literature books
☐ c. English books
7. The stove heated the room.
☐ a. made warm
☐ b. made cold
☐ c. cleaned
8. Elephants are intelligent animals.
☐ a. dangerous
☐ b. understanding
☐ c. very big
9. You have to go back over the whole lesson.
☐ a. review
☐ b. return
☐ c. remember
10. He proved that he could do the experiment alone.
☐ a. said
☐ b. was sure
☐ c. showed
11. We have to recite the poem.
☐ a. review
☐ b. reread
☐ c. repeat from memory
12. I think your friend is rude.
☐ a. not polite
☐ b. polite
☐ c. nice
13. Mary has seldom been late.
☐ a. not often
☐ b. very often
☐ c. never
14. He found a valuable portrait.
☐ a. very old
☐ b. worth much money
☐ c. well known
15. They built a beautiful memorial in memory of Ferdowsi.

- ☐ a. to remember
- ☐ b. to memorize
- ☐ c. in the time of

B. Give the meaning of the underlined words.

1. It goes without saying that if you don't put on warm clothes in winter, you'll get cold.
2. Since you have studied English for five years, you can speak it quite well.
3. The writer expressed both sides of life.
4. Mary can probably help us to find a good neighborhood.
5. No wonder he is so hungry. He has not eaten anything for two days.
6. Jupiter is a planet which orbits around the Sun.
7. However, he experienced many things during his trip.
8. They wanted to float down the river on a raft.
9. We occasionally need a change in our program.
10. When I called him, he got up at once.

III. STRUCTURE:

■ Structure I.

A. Substitute the following phrases in the sentence, make the necessary changes.

The boys are practicing English now.

1. when I saw them
2. every afternoon
3. often
4. still
5. any more
6. before they left
7. last week
8. for several years
9. every day from now on
10. last year
11. right now

12. every time they meet
13. before they went to England
14. used to
15. Did they

B. Make questions using WHAT, WHO, etc. for the underlined words.

which who whom whose why
 how what when where how much

1. The wardrobe cost five hundred tomans.
2. The red armchair is mine.
3. He built a beautiful house in the woods.
4. I got my brother's eraser.
5. He found his lost son yesterday afternoon.
6. We drank a lot of coffee.
7. I met an eye specialist yesterday.
8. The teacher began to read the lesson first.
9. We took our trip by plane.
10. I wore warm clothes because it was cold.

C. Use the correct form of the words in the parentheses.

1. I usually write (few) letters than my sister.
2. We have (little) sugar than you do.
3. This exercise is (difficult) than the other one.
4. This restaurant has (good) food in Tehran.
5. This place has (bad) weather in Iran.
6. He speaks (carefully) than other students.
7. Shiraz is (far) from Tehran than Isphahan.
8. You speak English (well) than your sister.
9. Spaceships fly (fast) than airplanes.
10. Ali works (hard) than his brother.

D. Join the following sentences with the connectives in the parentheses.

1. Mina attended the class this morning. Parvin attended the class this morning. (both and)

2. He listened to my advice. He did what I had told him. (not only but also)
3. Our ancestors did not have fire. Our ancestors did not have light. (neither nor)
4. I will study agriculture. I will study medicine. (either.....or)
5. She swept the room. She cleaned the room. (bothand)

■ Structure II.

Change the sentences with the words in the parentheses:

1. They left the house. (..... before the guests arrived)
2. She is sitting and watching TV. (..... while we were sweeping the room)
3. The girl will listen to the radio. (..... when I called her)
4. "Come back soon." (My mother asked me)
5. "Don't open the window." (She told me)
6. My cousin provided all the expenses. (All the expenses)
7. Mr. Smith teaches this class. (..... by Mr. Smith)
8. The money was given to us by the grocer. (The grocer the money)
9. Lunch is prepared by the housewife. (The housewife)
10. Amir studies in our school. (..... for three years)
11. Ali doesn't study in our school any more. (..... for three years)
12. The sun is setting now. (..... at six o'clock every day)
13. I helped my mother with the housework. (I didn't)
14. They had some difficulties in learning physics. (They didn't have)
15. He put the vase on the table. (Where)
16. I got Mary's book. (Whose)
17. We talked with our friends. (Whom)
18. She is going to buy the red blouse. (Which)
19. The nurse is taking care of three sections. (How many)
20. I studied (very carefully) (all day yesterday) (in school) (I)

■ Structure III.

Check the correct part (a, b, c, or d).

1. "What is ten minus five?"
"It's"
☐ a. subtract
☐ b. subtraction
☐ c. subtracted by
☐ d. subtracted from
2. "Can't you solve the problem?"
"I'm trying, but it's difficult."
☐ a. very
☐ b. enough
☐ c. much
☐ d. many
3. "Are they having a party?"
"Yes, and they're having guests."
☐ a. much
☐ b. very
☐ c. many
☐ d. any
4. "Aren't you going to school by bus?"
"No. Although it's late,"
☐ a. I walk
☐ b. but I'll walk
☐ c. but I walk
☐ d. I'll walk
5. "What did she say?"
"We must our parents."
☐ a. depended on
☐ b. depend on
☐ c. depending on
☐ d. to depend on
6. "Who should I see?"
"You will have a heart-specialist."
☐ a. see
☐ b. seeing
☐ c. to see
☐ d. seen

7. "Does he listen to anyone?"
"No, he prefers to anyone."
☐ a. not listen
☐ b. not listening
☐ c. not to listen
☐ d. to listen not
8. "Did the teacher help you?"
"Yes. She made wisely."
☐ a. think to me
☐ b. me to think
☐ c. to me think
☐ d. me think
9. "Where did the bird go?"
"We saw in the clouds."
☐ a. to him disappear
☐ b. him to disappear
☐ c. him disappear
☐ d. disappear to him
10. "What did you want?"
"I wanted"
☐ a. for dessert some tea
☐ b. for some tea dessert
☐ c. dessert some tea
☐ d. some tea for dessert
11. "Have you received it?"
"Yes. He sent"
☐ a. to me the letter
☐ b. the letter to me
☐ c. the letter me
☐ d. me to the letter
12. "How did the physician cure the patient?"
"He cured him on him."
☐ a. operating
☐ b. by operate
☐ c. by to operate
☐ d. by operating
13. "When can I go?"

- ☐ a. you go
 - ☐ b. go you
 - ☐ c. you to go
 - ☐ d. go to you
14. "Aren't you going to give a party soon?"
"No, but I would give one if I good grades on my test tomorrow."
- ☐ a. get
 - ☐ b. will get
 - ☐ c. got
 - ☐ d. am getting
15. "Should he return home?"
"Of course. If he returns home, he his grandson."
- ☐ a. saw
 - ☐ b. would see
 - ☐ c. sees
 - ☐ d. will see
16. "Who works in my father's factory?"
"The worker with you're talking works there."
- ☐ a. whom
 - ☐ b. that
 - ☐ c. who
 - ☐ d. whose
17. "Who is that man?"
"He's the scientist books are very famous."
- ☐ a. whom
 - ☐ b. whose
 - ☐ c. which
 - ☐ d. that his
18. "Who is this?"
"This is we were talking about."
- ☐ a. man
 - ☐ b. a man
 - ☐ c. the man
 - ☐ d. which man
19. "What did they try to do?"
"They tried to climb"

- ☐ a. Alps
 - ☐ b. the Alps
 - ☐ c. on Alps
 - ☐ d. this Alps
20. "What does he do?"
 "He's"
- ☐ a. eye-specialist
 - ☐ b. a specialist of eye
 - ☐ c. specialist of an eye
 - ☐ d. an eye-specialist



COMPOSITION PRACTICE

PART ONE

Look at the following sentences and see how they are made into a paragraph.

The teacher was reading a story book.
 Most of the children were listening.
 One boy was talking to someone.
 Another was eating something. A third.....

It was the English hour. The teacher was reading a story. It was so interesting that most of the children were listening carefully and enjoying it. But some of them did not like the story and did not wish to listen. One boy was talking to the boy next to him. Another boy was eating a piece of chocolate and a third was playing with his pencil and ruler.

Now change the following sentences into paragraphs:

- a) Mrs. Brown was very sick last month.
 She is getting better now.
 She can't do any housework for a while.
 The doctor wants her to rest.
- b) Mr. and Mrs. Brown are going to take a trip.

The children won't be able to go with their mother and father.
The children have to go to school.

They will have to stay with their aunt and uncle.

- c) Mr. Green hasn't had a holiday for years.

His boss let him go this month.

He has gone to Germany.

He has taken his son with him.

They are planning to stay there for six weeks.

They have promised to send us a letter.

- d) She had run out of the house.

She had taken her overcoat.

She had forgotten her hat.

She had not said good-bye.

Someone ran after her.

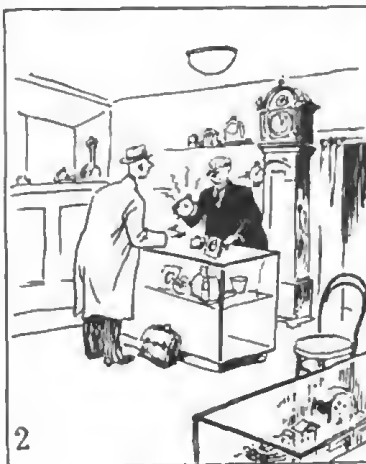
He could not find her.

No one knew what had happened.



PART TWO

A. (i) Look at the pictures carefully. (ii) Answer the questions orally. (iii) Then write complete answers in your notebook.



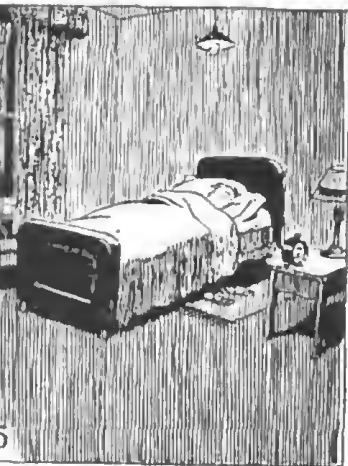
Use
answers:

late
shop
alarm clock
sets
draws, curtains
peacefully
begins to ring

doesn't care
continues to ring
throws his pillow
falls down, stops ringing
goes back, again
late

- (Picture 1.) a. Is Mr. Smith always late or on time?
(Picture 2.) a. Where does Mr. Smith go one day?
b. What does he buy?
(Picture 3.) a. What does he do with the clock that night?
(Picture 4.) a. What does he do then?
(Picture 5.) a. What does he do after that?
(Picture 6.) a. What happens the next morning?
b. Does he hear the clock?
(Picture 7.) a. Does the clock stop?
b. What does Mr. Smith do?
c. What happens to the clock?
(Picture 8.) a. What does he do then?
b. Will he be on time?

B. Write a paragraph about the pictures. Use all your answers in the paragraph.



APPENDIX

Part	Page
I Oral Practice	89
II Oral Practice	90
III Days of the Week	91
Months of the Year	
Seasons	
IV Irregular Verbs	92
V Punctuation and Capitalization Rules	95
VI Word List	101

Appendix I.

A small man went to a cinema, bought a ticket and walked in, but after two or three minutes he came out, bought a second ticket and then went in again.

A few minutes later he came out again and bought a third ticket, and two or three minutes after that he came out and asked for a fourth ticket.

But the man said to him, "Why are you buying all these tickets? Are they for your friends?"

"No," the small man said, "they're not, but each time I go to the door, a big man takes my ticket."

Appendix II.

One day an old man went to town. His house was very far from town and he didn't go there very often. It was a strange place and he didn't like strange places. But his brother lived in the town and the old man needed some money.

After three days the old man arrived in the town. He was very tired and a little angry. As he walked down the street, he saw something on the ground. It looked like a plate. He picked it up and looked at it. It was a mirror and he could see himself in it.

He thought for a few minutes and said, "What an ugly thing! This is the ugliest picture I've ever seen. That man didn't want it and I don't want it either."

Then he threw the mirror down and walked quickly away from it.

1. Where did the old man live?
2. Why did the old man go to town?
3. How long did he travel?
4. What did the old man find?
5. What did he think about it?

Appendix III.

Days of the Week

1. Sunday (Sun.)
2. Monday (Mon.)
3. Tuesday (Tues.)
4. Wednesday (Wed.)
5. Thursday (Thurs.)
6. Friday (Fri.)
7. Saturday (Sat.)

Months of the Year

1. January (Jan.)
2. February (Feb.)
3. March (Mar.)
4. April (Apr.)
5. May
6. June
7. July
8. August (Aug.)
9. September (Sept.)
10. October (Oct.)
11. November (Nov.)
12. December (Dec.)

Seasons

1. Spring
2. Summer
3. Autumn (Fall)
4. Winter

Irregular Verbs

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
be	was	been
beat	beat	beaten
bear	bore	born
become	became	become
begin	began	begun
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten / got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt / learned	learnt / learned
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read	read	read

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

Punctuation Rules

Periods

At the end of sentences:

- Use a period at the end of a sentence that tells something:

He is a fast reader.

You should increase your vocabulary.

You aren't pronouncing the word correctly.

- Put a period at the end of a sentence that makes a request or gives a command:

Serve the meat on the silver platter.

Send the invitations as soon as you can.

Please buy some ice cream for dessert.

After abbreviations and initials:

- Use a period after abbreviations and initials to show that you are writing the short forms of words:

Oak St.	Mrs. Jones	E.C. Moore Co.
---------	------------	----------------

Elizabeth Blvd.	Dr. Hall	10 ft.
-----------------	----------	--------

U.S.A.	Mr. J. L.	4:30 p.m.
--------	-----------	-----------

Mr. Black	Mary E. Morris	2300 B.C.
-----------	----------------	-----------

In outlines and lists:

- Use periods after the numbers and letters in an outline:

A. Morning

1. Getting up

2. Before going to school

B. Going to school

1. Time

2. Way

3.

- Use periods after the numbers in a list:
 1. pencil
 2. pen
 3. notebook
 4. book
 5. paper
 6. ink

Question Marks

- Use a question mark after a sentence that asks a question:

Which two nations consisted of Aryan people?
Are both names correct?
- Use a question mark at the end of a quotation that asks a question:

The teacher asked, "What are the three main uses of art?"
"How is art used in buildings?" Mary asked.

?

Exclamation Marks

- Use an exclamation mark after a sentence that shows excitement or strong feeling:

What nice furniture!
The Queen is coming!
- Sometimes an exclamation mark is used after only one or two words that show strong feeling:

Listen! I think I hear something.
Oh, dear! I've lost my book again.

!

Quotation Marks

- Quotation marks are used to show that certain words are written exactly as some person said them:

Frank said, "I am going to watch the train leave."
"If I go to the library," Sue said, "I'll get it."

“”

Commas

In addresses:

- Use a comma between the name of a city and the name of a state or country:

Hollywood, California

,

Tehran, Iran

In dates:

- When writing a date, put a comma between the day of the month and the year:

Feb. 29, 1960

July 4, 1973

In letters:

- Use a comma after the greeting in all letters except business letters and after the closing:

Dear Helen,

Sincerely yours,

Dear Grandfather,

Your grandson,

After names of persons spoken to:

- Use a comma after the name of the person that is spoken to:

Nima, please answer the telephone.

Were you speaking to me, Miss White?

I think, James, that you ought to hurry.

After yes and no:

- Use a comma to separate the words "yes" and "no" from the rest of the sentence:

Yes, Nancy set the table yesterday.

No, Mary didn't clear the table.

In a series of words:

- Sometimes several words or groups of words are written in a series in a sentence. Use commas to separate the words or groups of words in a series:

The flowers are red, blue, and yellow.

All of my aunts, uncles, and cousins are coming.

We studied our lessons, memorized the dialog, and wrote a composition.

After quotations:

- Sometimes the exact words said by a person are written

as part of a sentence. Words used like this are called a quotation. Use comma to separate a quotation from the rest of the sentence:

“It’s our custom,” answered Helen.

Mahin said, “They permitted him to paint.”

“Do you remember,” he said, “the days we were in school.”

- If the quotation comes at the beginning of a sentence and ends with a question mark or an exclamation mark, a comma is *not* used.

“What is the name of that peninsula?” John asked.

“Look at all the fish!” exclaimed Father.

Semicolons

- A semicolon is often used to separate phrases which already contain commas:

My sister Jane was born March 2, 1937; my brother Bob, April 20, 1939; and I was born December 3, 1941.

- Use a semicolon to separate two parts of a compound sentence which are not joined by a connecting word:
Mary finished her lunch; the guests arrived later.
The farmers need rain for their crops; three weeks have passed since the last rainfall.

Colons

- Use a colon after the greeting in a business letter:

Gentlemen:

Dear sir:

My dear Mr. Lowry:

Apostrophes

- Use an apostrophe in a contraction to show where a letter or letters are omitted:

don’t (do not)

you’ll (you will)

we’re (we are)

it’s (it is)

- Use an apostrophe s ('s) to show possession:
 a girl's dress Mr. Smith's yard
 the children's hats the women's hats
- If the word ends in s, add only the apostrophe ('), unless another s sound makes the idea clearer. If it does, you have a choice:
 Mrs. Jones' hat *or* Mrs. Jones's hat
 the princess' dress *or* the princess's dress
 the babies' toys
 houses' roofs
- Use an apostrophe and an s ('s) to form the plurals of letters, figures and symbols:
 A's 4's -'s
 He has four A's on his report card.

Hyphens

- A hyphen is used between two or more words that are used as one word. Your dictionary will tell you whether or not to write a word with a hyphen:
 brother-in-law sixty-four
 absent-minded eighty-nine

Capitalization Rules

1. Begin the first word of a sentence with a capital letter.
 It's very warm today.
 Have you ever seen a hedgehog?
2. Begin proper nouns with a capital.
 - a. Names of people:
 Mary, Ludwig Van Beethoven, Ahmad Shirazi
 - b. Titles of address with proper names:
 Mr. Asadi, Dr. Jones, President Wilson
 - c. Names of streets, roads, parks:

- Main Street, Karaj Boulevard, City Park
- d. Names of geographical divisions, countries, states, cities:
Europe, the Middle East, Iran, California, London
 - e. Geographic names for mountains, deserts, rivers, lakes, oceans,
etc.:
Mt. Damavand, the Sahara Desert, the Karun River, the
Salt Lake, the Indian Ocean
 - f. Names of religious deities, religious books, important docu-
ments:
God, Allah, the Koran, the Bible, the U.N. Charter
 - g. Names of peoples, nationalities, languages:
the Aryans, American, French
 - h. Names of days, months, holidays:
Friday, January, Now Ruz, Thanksgiving Day
 - i. Names of books, poems, songs:
Graded English, the Shahnameh, the Ninth Symphony
3. The pronoun I is always capitalized.
 4. Abbreviations are always capitalized if the full words are
written with capitals.
U.K., U.S.A., U.S.S.R.
 5. The first word of a quotation is capitalized.
Roya said, "Let's go."

• لغاتی که در این فهرست هستند تنها
از نظر منهومی که در جمله به کار رفته
در این کتاب دارند معنی شده اند .

Word List

A

about to	نزدیک به...	amuse	سرگرم کردن
(to be about to)	در حال گفتن چیزی یا	ancestor	جد - نیا
	انجام کاری	and so on	و غیره
according to	بر طبق نظر	ancient	قدیمی - باستانی
achieving	انجام	antonym	متضاد
to achieve	به انجام رساندن	anyway	بهر حال، بهر صورت
act	بازی کردن (در تئاتر)	appear	ظاهر شدن
adjective	صفت	area	منطقه، ناحیه
A. D. (anno domini)	بعد از میلاد	are you free?	کاری نداری؟
admire	تحسین کردن	(to be free)	آزاد بودن
adult	بزرگسال	arena	میدان مبارزه
advance	پیش	army	سپاه
(in advance)	از پیش	arrangement	نظم و ترتیب
adverb	قید	as far as	مادامی که
a great deal	مقدار زیادی	aside	به کنار
air	هوا	(throw aside)	به کناری انداختن
alarm clock	ساعت شماطه‌ای	as if	مثل اینکه
all day long	تمام طول روز	as long as	تا وقتی که
alive	زنده	assignment	تکلیف - تکلیف مدرسه
aloud	بلند، با صدای بلند	astronomer	ستاره‌شناس
alphabet	الفبا	as usual	طبق معمول
a. m.	قبل از ظهر	asleep	خواب - خوابیده
amphitheater	آمفی‌تئاتر	as well	هم - نیز

as well as	هم - نیز	breathe	تفسی کردن
Athens	آتن (بایتخت یونان)	brightly	بر روشنی
at once	فوراً، بلافاصله	build	ساختن
attend	حضور یافتن	by	قبل از
at the same time	در ضمن، در همین موقع	by all means	با کمال میل
attract	جلب کردن - جذب کردن	by themselves	خودشان - به تنهایی
audience	حاضران، شنوندگان		

C

B		C	
back	پشت - عقب - بازگشت	cabin	کلبه
backstage	پشت صحنه	call	نامیدن
bank	بانک	captain	ناخدا
basic	اصلی - اساسی	capture	تسخیر کردن
B. C.	قبل از میلاد	care	اهمیت دادن
beach	ساحل	celebrate	جشن گرفتن
beauty	زیبایی	center	مرکز - کانون
before	در حضور	student center	کلوب دانشجویان
behavior	رفتار	century	قرن
behind	پشت سر	cereal	غله، حبوبات
bell	زنگ	challenge	مبارزه کردن
below	زیر - پائین	change	تغییر - تنوع
beside	پهلوی	choir	دسته سرایندگان (در کلیسا)
be used to	عادت داشتن به	chose	انتخاب کرد
Bible	انجیل	(to choose)	انتخاب کردن
blazing	فروزان - شعله‌ور	Church	کلیسا
boiled	جوشانده شده - جوشیده	Civil War	جنگ داخلی
to boil	جوشاندن	classical	کلاسیک
borrow	قرض گرفتن	clearly	بر روشنی و وضوح
bowl	کاسه	cliff	صخره، پرتگاه
brave	شجاع - دلیر	close	نزدیک
		coin	سکه

۱ - غلاتی نظیر برنج، ذرت، گندم و غیره که در کارخانه به صورتهای مخصوص تهیه می‌شود و معمولاً با شیر هنگام صرف صبحانه می‌خورند.

Coliseum	بنای تاریخی در رم
collect	جمع‌آوری کردن
collection	مجموعه — کلکسیون
comb	شانه کردن
comedy	کمدی
comfortable	راحت
composer	آهنگساز
composition	انشاء — تألیف
congress	کنگره
connect	ارتباط دادن
to be connected to	متصل بودن به
conquer	فتح کردن — مغلوب نمودن
control	مراقبت
conversation	گفتگو
correct	تصحیح کردن
counter	پیشخوان
curtain	برده
customer	مشتری

D

danger	خطر
deaf	کر
deafness	نقل سامعه — کری
deep	عمیق
deer	آهو
defend	دفاع کردن
describe	توصیف کردن
details	جزئیات
dictionary	فرهنگ لغت
difference	اختلاف
direction	سمت و جهت
distance	فاصله — مسافت
divide	تقسیم کردن

divided by	تقسیم بر
division	تقسیم
door bell	زنگ در
do one's best	حداکثر کوشش را کردن
dramatist	درام‌نویس — نمایشنامه‌پرداز
drunk	مست — دائم الخمر
dry	خشک کردن
dust	غبار
dynamite	دینامیت

E

earth	زمین
easily	به آسانی
east	مشرق
eastern	شرقی
echo	انعکاس صوت، پژواک
educated	تحصیل کرده
Egypt	مصر
elect	انتخاب کردن
to be elected	انتخاب شدن
elegant	زیبا — ظریف
emperor	امپراتور
end	پایان یافتن — تمام شدن
energy	انرژی، نیرو
European	اروپایی
every now and then	گاه‌گاهی
even though	اگرچه، حتی اگر
exactly	درست، کاملاً
example	مثال، نمونه
excitement	هیجان
exercise	ورزش، تمرین
exist	وجود داشتن و زندگی کردن
expect	انتظار داشتن

(to be expected)	انتظار رفتن	fountain	چشمه
explore	کشف کردن	frighten	ترساندن -
exploration	اکتشاف، جستجو	to be frightened	ترسیدن
express	بیان کردن	from now on	از این به بعد
expressive	بیان کننده، بر مبنی، با حالت	from... on	از... تا
eyesight	بینایی، دید	from time to time	گاه به گاه، هر چند وقت
		future	آینده

F

fact	حقیقت
factor	عامل
fail	نتوانستن، شکست خوردن
fall sleep	بخواب رفتن
falling in love	عاشق شدن
fame	شهرت
far from	دور از
favor	لطف
(to do a favor)	لطف کردن
feeling	احساس
field	مزرعه
fiery	آتشین
fireplace	بخاری، اجاق
float	شناور بودن
flute	نی، فلوت
folk	توده، مردم
foreigner	خارجی
fortune	نروت
form	تشکیل دادن
form	شکل، صورت
formal	رسمی
for the time being	فعلاً، در حال حاضر
fortunately	خوشبختانه
fossil	فسیل، سنگواره

G

Gas	گاز
general	کلی
generally	معمولاً، بطور کلی
get back	بازگشتن
get out	بیرون رفتن
get tired of	خسته شدن از
go back over	دوره کردن
God	خدا
got	رسیده
to get	رسیدن
graceful	ظریف، دلپذیر، طناز
grade	نمره
gradually	پندریج، کم کم
graduate	فارغ التحصیل شدن
great grandfather	جد
greatly	خیلی زیاد
Greece	یونان
Greek	یونانی
group	گروه، دسته، جمع
grow	شدن، رشد کردن
(grow deaf)	کر شدن
guard	نگهبان، گارد
guide word	لفت، راهنما
guitar	گیتار

H

habit	عادت
hard	سخت
(to be hard on)	(چیزی را زرد خراب کردن، به چیزی صدمه زدن)

highly	خیلی، بسیار
hit	ضربه خوردن، زدن
hollow	مجوف، توخالی
however	ولی، با وجود این
human being	بشر، آدمی
humor	لطیفه - مزاح
humorist	بذله گو، لطیفه گو
humorous	شوخ - خنده آور

I

ice berg	کوه یخ (شناور)
ice cream	بستی
ice tea	جای با یخ
immediately	فوراً
impatient	بی صبر، عجول
importance	اهمیت
impression	تأثیر
in back of	در پشت ...
incorrect	غلط، نادرست
increase	افزودن
influence	نفوذ
informal	غیر رسمی
in front of	جلو
inside	داخل، درون
instead	به جای آن
instruments	آلات
intelligent	هوشمندانه، همراه با درک
interest	علاقه مند کردن

introduction

مقدمه، معرفی

irregular

بدون قاعده

it goes without saying

بدیهی است، واضح است

J

jazz	موسیقی جاز
juice	عصاره میوه، آب میوه
just	عادل
just	عیناً، فقط

K

keep away from	دوری کردن از ...
kid	بچه

L

later	بعداً
lazy	تنبل
learn by heart	از حفظ کردن
less	کمتر
let..... know	اطلاع دادن، خبر دادن
lettuce	کاهو
lighting	روشنایی، نور
little by little	به تدریج
lively	با روح، زنده
living - room	اتاق نشیمن
loneliness	تنهایی - دلنگی
look for	جستجو کردن
look up	پیدا کردن (لغت)
lose one's life	جان خود را از دست دادن

loss	ضرر، زیان	negro	سیاه پوست
lose	باختن	northern	شمالی
lovely	زیبا، دوست داشتنی	not at all	ابداً

M

make friends with	دوست شدن، دوست پیدا کردن	note	نت موسیقی
-------------------	--------------------------	------	-----------

Make yourself at home احساس کن

در خانه خودت هستی، راحت باشی

marriage	ازدواج	object	شیئی
marry	ازدواج کردن	occasionally	گاه گاهی
Mars	مریخ	ointment	پماد
mashed	کوبیده، پوره، له شده	on the other hand	از طرف دیگر
material	مطلب، مواد لازم	opening	شکاف - روزنه
meaning	معنی	opera	اپرا
means	وسیله	opposite	متضاد
by means of	به وسیله	oral	شفاهی
melody	آهنگ	orange - red	قرمز مایل به نارنجی
memorial	یادبود	orbit	به دور مداری چرخیدن
memorize	از حفظ کردن	orchestra	ارکستر، گروه نوازندگان
memory	خاطره	ordinary	معمولی
mention	ذکر کردن، تذکر دادن	organ	ارگ
metal	فلز	over	بالا

middle	میان، وسط
million	میلیون
misunderstanding	سوء تفاهم
misunderstand	اشتباه فهمیدن
molten	مذاب
moment	لحظه
museum	موزه
myterious	اسرار آمیز

N

narrow	باریک
--------	-------

O

object	شیئی
occasionally	گاه گاهی
ointment	پماد
on the other hand	از طرف دیگر
opening	شکاف - روزنه
opera	اپرا
opposite	متضاد
oral	شفاهی
orange - red	قرمز مایل به نارنجی
orbit	به دور مداری چرخیدن
orchestra	ارکستر، گروه نوازندگان
ordinary	معمولی
organ	ارگ
over	بالا

P

park	پارک - باغ ملی
passenger	مسافر
peak	قله - نوک
pen name	نام مستعار
perform	اجراء کردن - نمایش دادن
performance	اجراء - نمایش
per	در
per hour	در ساعت
personality	شخصیت - اخلاق و خصوصیات

pick up	برداشتن - بلند کردن
pickles	ترشی
pie	پای - نوعی شیرینی
pill	قرص
pillow	بالش
pilot	سکاندار کشتی
plain	جلگه - دشت
platter	بشقاب بزرگ - دیس
playing	نواختن (موسیقی)
pleasure	لذت
p. m.	بعدازظهر
poem	شعر
poet	شاعر
point	نکته
politely	مودبانه
position	مقام
postcard	کارت پستال
potato	سیب زمینی
president	رئیس - رئیس جمهور
printer	کارگر چاپخانه
printing	چاپ
prison	زندان
prisoner	زندانی
probably	شاید - احتمالاً
promise	قول دادن
pronounce	تلفظ کردن
pronunciation	تلفظ
protect	حمایت کردن
prove	ثابت کردن
pull	کشیدن
punish	تنبیه کردن
purpose	منظور - قصد - هدف
pyjamas	لباس خواب

R

radar	رادار
raft	بلم
rather than	بجای آنکه - تا آنکه
really	واقعاً
recite	از برخواندن و تعریف کردن
record	صفحه
reflect	منعکس کردن
to be reflected	منعکس شدن
reflection	انعکاس
regular	با قاعده - منظم
relate	ارتباط دادن
(to be related to)	مربوط بودن به - بستگی داشتن به
relax	استراحت کردن - تمدد اعصاب کردن
require	احتیاج داشتن
responsibility	مسئولیت
review	دوره کردن - مرور کردن
right away	فوراً
rock	صخره
Roman	رومی - اهل رم
Rome	رم (پایتخت ایتالیا)
rude	پررو - بی ادب
rhythm	ریتم - وزن

S

sadness	حزن، اندوه
school yard	حیاط مدرسه
screen	پرده سینما - صفحه (رادار)
second	ثانیه
secondly	در مرحله دوم
secret	راز

seldom	بندرت	start	شروع کردن
set	دستگاه	state	ایالت
shade	سایه	step	قدم، مرحله
shelf	قفسه	still	با این وجود، با این همه
shelter	پناهگاه، سایه بان	storm	طوفان
shoot	تیرزدن	stream	نهر، جویبار
to be shot	تیرخوردن	style	سبک، روش
shower	دوش	subway	قطار زیرزمینی
(take a shower)	دوش گرفتن	successful	موفق
shout	فریاد کردن	such as	مانند، نظیر
sight	منظره، چشم انداز	summarize	خلاصه کردن
sightseeing	دیدن مناظر و نقاط جالب و دیدنی	suppose	گمان کردن
sign	علامت، اعلان	(to be supposed to)	گمان بردن، قرار بودن
silence	سکوت	sure	مطمئن
since	چونکه	(it sure is)	واقعاً همینطور است
slavery	بردگی	surface	سطح
slip	سر خوردن، لیز خوردن	surround	محاصره کردن
society	انجمن	survey	بررسی سطحی کردن
solar system	منظومه شمسی	syllable	سیلاب، هجا
soldier	سرباز	symphony	سمفونی
so many	این همه	synonym	مترادف
so much the better	چه بهتر		
song	سرود، آواز	T	
sound	بنظر رسیدن	take off	درآوردن (لباس - کفش)
southern	جنوبی	telescope	تلسکوپ، دوربین نجومی
speed	سرعت	test	آزمایش، امتحان
stage	صحنه	that's very kind of you	از لطف شماست
stairs	پلکان	thoughtful	متفکر، بانفکر
stamp	تمبر	tiredness	خستگی
stand for	به جای چیزی قرار گرفتن، معنی دادن	tiring	خسته کننده
star	ستاره	toast	نان برشته
		tomato	گوجه فرنگی

tower	برج
traffic	رفت و آمد وسائط نقلیه
tragedy	تراژدی
tragic	غم انگیز
translation	ترجمه
throw	پرتاب کردن
tube	لامپ (رادیو)
turn around	برگرداندن
typical	نمونه

U

uncomfortable	ناراحت
understanding	درک، فهم
understood	فهمید
(to understand)	فهمیدن
uneducated	بیسواد، تحصیل نکرده
unhappy	غمگین
unhappiness	غم
unread	ناخوانده، خوانده نشده
until	تا آنکه، تا
upside down	وارونه
used to	عادت داشتن (برای زمان گذشته)

V

valley	دره
valuable	با ارزش

value	قدر دانستن — ارزش قائل شدن
vast	وسیع
Venus	ونوس — زهره
victory	پیروزی
Vienese	وینزی
view	منظره
vocabulary	معلومات لغوی شخص

W

wake up	برخاستن — بیدار شدن
western	غربی
what's the matter?	چه خبر است؟
whenever	هرگاه — هر زمان
whether	آیا — که آیا
wooden	چوبی
-worst	بدترین
worth	ارزش
to be worth	ارزیدن
work one's way	راه خود را پیدا کردن
works	آثار
writer	نویسنده
wrong	غلط

Y

yawn	خمیازه کشیدن
youth	جوانی



